



SEPTEMBER, 1961

arizona teacher



**You Won't
Believe It
Unless
You See It!**



A.S.C. alumni above are shown planning the 1961 Homecoming celebration, set for Oct. 7. The occasion will honor those who were in college 25 years ago — 1935-37. From left are Mrs. Amy Worthen, Mrs. Helen Sullivan, Dr. Lewis J. McDonald, and Mrs. Jerry Emmett.

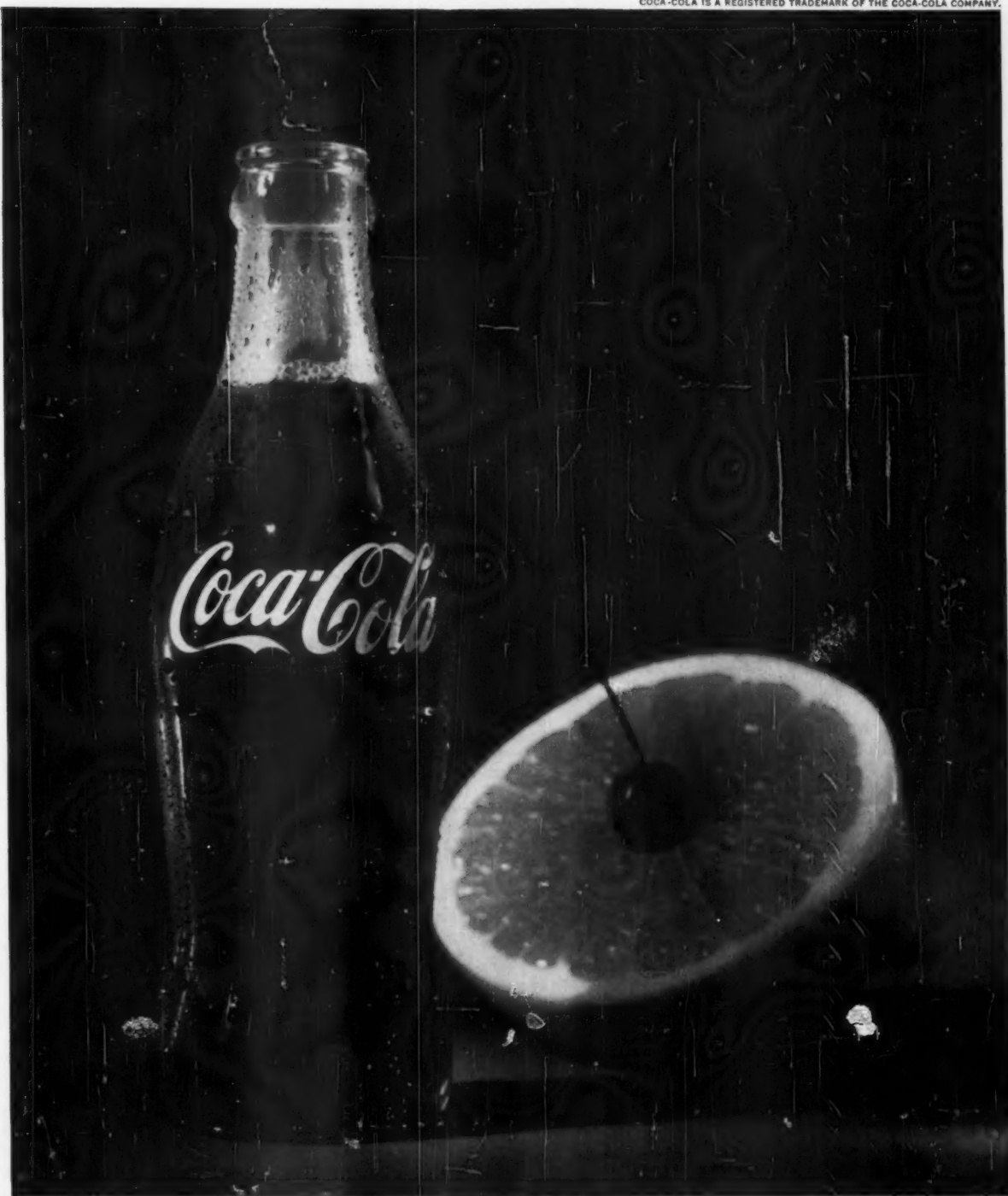
**Start Planning Now To Return To The Campus. Any Time You Can Come Will Be Fine.
For Instance, A Good Time To Return For A Visit Would Be Homecoming, Oct. 7.**

YOU'LL BE HAPPY when you see the giant strides Arizona State College has taken in just the last five or six years. We repeat: **YOU WON'T BELIEVE IT UNLESS YOU SEE IT!** Not only is there an apparent growth of facilities, services, and enrollment, there is a very satisfying growth of quality in every phase of the broadened educational picture at A.S.C. The college offers eight degrees — B.A., B.S., B.S. in Forestry, B.S. in Education, M.A., M.S., M.A. in Education, and Educational Specialist. From the fall of 1957 through the fall of 1960 enrollment at A.S.C. jumped an amazing 81.3 per cent. Concerning facilities, a new science building will be ready for use late this fall; an additional new dining hall began serving 1,200 students this fall; in addition to the new dormitories already in use, two more are under construction, and another two are well along in the planning; and a new business administration building is under construction.



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COLLEGE**
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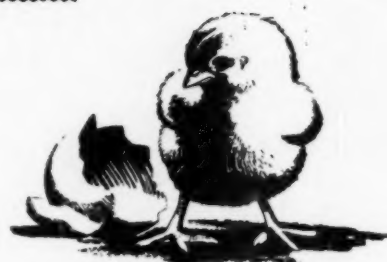
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A Wise Chick

Ivan A. Booker, Director
NEA Membership Division



ONCE upon a time, not so long ago . . .
A young teacher attended a summer workshop.
There she learned about Professional Associations—
About the value of teachers working together.

1. That fall, she called her fellow teachers about her . . . and told them what she had learned.

Then she said unto them:

"Who will join up with me this year in working for . . . better schools and a better profession?"

"I will not," said the you-know-what. ("I'm joining another outfit.")

"I will not," said the you-know-which. ("It's run by a clique.")

"I will not," said the you-know-whom. ("What would I get for my dues?")

"I will, then," said the teacher and a lot of other wise chicks.

. . . And They Did

2. Some weeks later the teacher called her associates together again.

"There's a professional meeting at the state capital," she explained, "where we can have as many as 5 delegates."

"Who will go with me to represent our group at this conference?"

"I will not," said the you-know-what. ("It's dominated by administrators.")

"I will not," said the you-know-which. ("That's for 'big shots.'")

"I will not," said the you-know-whom. ("That won't get me a raise.")

"We will, then," said the teacher and four of her friends.

. . . And They Did

3. Once more the teacher called her associates together.

"We must have some committees to work on our problems," she told them — committees to work on legislation, public relations, professional welfare, and other important jobs. So, she asked them:

"Who will work with me on these committees?"

"I will not," said the you-know-what. ("Let's get up a petition—I know my rights!")

"I will not," said the you-know-which. ("Give up MY evenings! Phooey!")

"I will not," said the you-know-whom. ("I've got a family to look after!")

"We will, then," said the teacher and her friends.

. . . And They Did

4. When a salary raise was granted; and new legislation was passed; class size was reduced; a new sick-leave policy was announced; tax deductions became available; and low-cost insurance was provided; the teacher called her associates together once more.

"Who would like to enjoy all these benefits?" she inquired.

"Oh, I would," said the you-know-what.

"So would I," said the you-know-which.

"Me, too!" said the you-know-whom.

"Really?" said the teacher and her friends. "We should keep all these benefits for ourselves. You shouldn't have a one of them!"

. . . But They Did!

Arizona Teacher

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Yes, there's a new look to ARIZONA TEACHER. We've discarded the old masthead, in use since the days when the magazine was digest-size, and had a new masthead designed. It's another step in the process of modernizing our magazine and, we think, better symbolizes our modern, fast-growing, vital AEA.

STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the *Arizona Teacher* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the *Arizona Teacher* encourages reader contributions reserving, however, the right of editing or rejecting. Viewpoints expressed by authors are their own and not necessarily those of the Association.



arizona teacher

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Page

ARTICLES

Youth Fitness and Education	Thomas Weiss	10
Teaching Youth Moral and Spiritual Values	Kenneth Hoover	12
When the Principal Visits	E. C. Slosser	16
Arizona's Junior Colleges	Joseph Stocker	20
I Give You Mr. Brown	Carl Allen Pitt	28

EDITORIAL

The Need for Professional Stature	Harold L. Henson	7
---	------------------	---

PROFESSIONAL

AEA Committees	4
Honors and Awards for Arizona	18
Good Teaching Is Going On	23
Cracker Barrel	24
A Teachers' Creed	26
American Education Week	31
National TEPS Conference	32

REGULAR FEATURES

Across the Editor's Desk	40
Among Our Neighbors	Joseph N. Smelser 15
Calendar of Events	35
From the President's Desk	5
Is It Ethical?	30
NEA Director's Column	30
Our Advertisers	33
Yours for the Asking	31

MISCELLANY

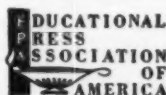
A New NEA Service	27
About Our Authors	36
Workshop on Growth and Behavior	39
John Hay Fellowships	37

Front Cover

The two heads of Arizona's junior colleges are shown against the massive backdrop of the Arizona House of Representatives building. At left is Robert J. Hannelly, dean of Phoenix College; right, Paul Guitteau, president of Eastern Arizona Junior College at Thatcher. The story of their schools — last in our series of articles about Arizona's tax-supported universities and colleges — will be found on page 20.

Back Cover

Junior college montage: Above, the auditorium of Phoenix College; below, Old Main at EAJC.



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DR. DOYLE

It's Time We Started

Asking Ourselves

The Right Questions

By Roy Doyle, President,
Arizona Education Association

In his recent lecture in Phoenix, Max Lerner, famed author and analyst of the American culture, told of his concern over a little sign he had read. It asked, "If you're so smart, why aren't you rich?" He did a good bit of soul searching for the right answer before he concluded that it just wasn't the right question.

We have a professional problem which is a little like Mr. Lerner's except that our wrong question is so easily answered, and the answer is so satisfying, that we just haven't had the incentive to push beyond it to the *right* question. It isn't surprising to hear the prospective AEA-NEA member ask as the central question concerning membership, "What's in it for me?" And I suppose it's equally natural that we who reply should be content merely to answer the question as though it really went to the heart of the matter. But it isn't the right question! The question we ought to be asking ourselves is this: Will AEA-NEA membership enable me to enhance my profession and myself and serve society more effectively?

I say that our wrong question isn't surprising because so many of the appeals these days are directed at

(Adapted from the President's Message to the AEA Leader's Conference, August, 1961).

selfish motives. Our assistance to the backward peoples of the world is justified in terms of our own enlightened self-interest. Even highway safety is urged because the lives we save may be our own. Are we really too far adrift in a sea of self-concern to hear a direct appeal to principle and conscience? What about Horace Mann's challenge which inspired an earlier generation of teachers, "Be ashamed to die until you have won some victory for humanity"? Is it too sentimental for this sophisticated age? I don't think so.

Behind the facade of materialism and self-interest, we Americans have preserved a deep-rooted set of basic values which we consult in important matters. It is by this deeper set of values that we judge our own worth as well as that of others. We have chosen teaching above all other occupations as the means to sustain ourselves. We look to it not merely to keep bread on the table and shoes on the children's feet, but to provide a deeper sustenance as well. It is largely through teaching that we prove to the world, and more importantly to ourselves, our own usefulness to society.

Rewarding Experience

Today we find teaching a markedly different occupation from what it was in Horace Mann's day. It is a more rewarding experience for teachers and a more effective way of rendering service to others because many who taught before us accepted their responsibility to rein-

vest something in the profession. When we chose teaching we assumed an obligation to continue to elevate it to greater heights for the benefit of future teachers and society generally. The value of AEA-NEA membership should be judged primarily by the degree to which it provides the organized means to accomplish this objective.

A Major Test

Because of the very nature of a profession its members cannot discharge their full responsibility through independent, uncoordinated action. A profession recognizes the social need for its services and regulates itself to safeguard the public interest. The teaching profession must assume responsibility for the quality of education in our schools. Its ability to do this is a major test of its maturity as a profession.

World War II with its manpower priorities left professional standards in education at a deplorable level. At the close of the war America's teachers came to the inevitable conclusion that professions don't just talk themselves into existence nor do they attain their status by simply waiting for the general public to demand the internal changes which must be brought about. Through the establishment of its Commission on Teacher Education and Professional Standards in 1946, the NEA assumed unmistakable leadership in the movement to elevate the teaching profession. Dr. T. M. Stinnett, Executive Secretary of TEPS for the past

Turn to Page 27

THE UNIVERSITY OF ARIZONA

Founded - 1885

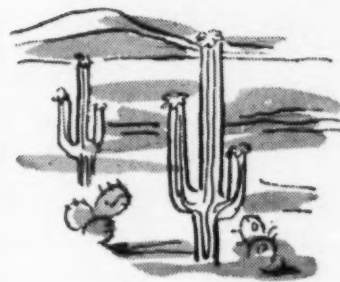


For more than three quarters of a century, the University of Arizona has been the Land-Grant University of the State.

During 1961-62, the University of Arizona observes the One Hundredth Anniversary of the founding of the world-famous system of Land-Grant Colleges and Universities of the United States.



Editorially Speaking



The Need For Professional Stature

By Harold Henson
AEA Field Secretary

Our society needs a strong and mature teaching profession!

At first reading, this thought may strike the reader as somewhat presumptive. Yet it is a very moderate maxim. Indeed, society does want and need the protective devices that such an organization can provide, in the areas of selective admission to practice, assurances of competency, enforcement of ethical behavior, and programs for continued research and improved services.

Certainly it is right and proper for the citizen to expect of us the same expertness in our chosen profession as he assumes he will find in any other learned profession. However, when we, as teachers, begin to take an introspective look at ourselves, uneasy doubts develop. This is not unique to the teaching profession. It is also typical of the other professions as their sensitive members take a look within their own professional family.

Growth and Development

The foundation upon which each profession is built is the specialized body of knowledge that the practitioner must master. Is there such a body of knowledge for the teacher? There is. And it is growing at unprecedented speed. More research has been conducted since World War II than in all time prior in order to discover more about the "Science of Learning." We know more about the growth and development of children than ever before. Tests

and measures, while never perfect, are nonetheless continually improving.

Another requisite for recognition as a profession is that members of the profession be self-directed — assume the responsibility for programming their own activities. Teaching requires this in full measure, in such areas as curriculum planning, methods, guidance and discipline. Individual methods of teaching are the artistry of our profession no less than the medical skills of the doctor and the courtroom finesse of the lawyer constitute the artistry of those professions. Such artistry, after all, is the ultimate factor determining the effectiveness of the professional service.

A profession renders a social service. Teachers have no product to sell, no margin of profit to consider.



HAROLD HENSON

The question before a teacher is not "What will this do for me?" but rather "What can I do for you?" — "How can I best help my students?"

Beyond this is the very unusual challenge which confronts the teacher, for ours is an intrinsic service, more so than most other professions. We can't cure with scalpel or pill. We can't fight in court for justice. Teachers work with thoughts and ideas, with abstractions, with the mind and nature of people. No other profession offers such challenges and opportunities for personal satisfaction and social effectiveness.

Profession Must Build

Society expects that a professional organization will provide an assurance of competency. The profession must build into its program effective standards of competency as prerequisites for admission. Laymen should assign this responsibility to the profession, for obviously, the profession is best qualified to judge competency. Currently, admission to teaching is dependent upon a series of judgments made by (1) the teacher-training institution, (2) the state certification board, and (3) the employing school administrator and lay-board. It is subject to annual review. Few other professions are so carefully and repeatedly evaluated as is ours.

But our profession, not yet satisfied, has sponsored in the National Education Association and in many

Turn to Page 30

This classroom-tested illustration from the Moon article appears in color in the 1961 World Book.



World Book

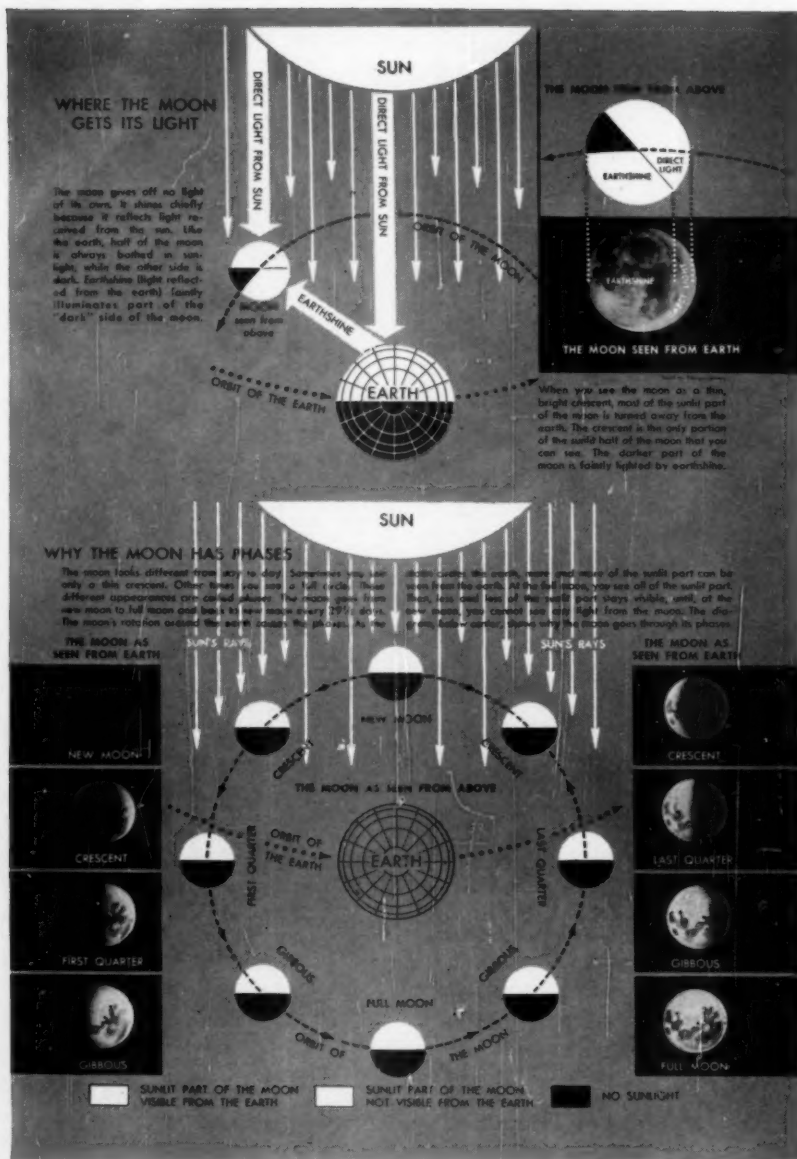
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This article and the one on page 12 are part of the symposium presented at the statewide PTA convention held in Yuma, Arizona, April 21, 1961. Two companion articles will appear in the November Arizona Teacher.

Youth Fitness And Education

By Thomas M. Weiss

Associate Professor of Education
Arizona State University

It is the task of education, as I see it, to provide experiences which will fit youth for life in an increasingly complex world. Today's youth is not educated by the school *alone*. In addition to the family and the church, today's youth is in no small part educated or mis-educated by television, radio, movies, press, peers and comic books.

Each of these media at one time or another profoundly influences attitudes toward school, work, church, discipline, family and health. Some deliberately undermine the morals of youth, others do it unwittingly. Whatever the effect, we must look to the schools to counteract the negative influences, if youth is to be fit for the years ahead.

But this is easier said than done. Teachers and schools are continuously being challenged by the very agencies that create the problems. Publishers look with suspicion upon any who would limit dissemination of their publications. Movie magnates and television producers lend a deaf ear to pleas for less mayhem on the screen. Some groups question the rights of teachers to conduct studies in comparative religions, while others question teaching that "America is a democracy" or teaching about communism. It is not surprising that youth is confused when such contradictory ideas exist in the society of which they are a part.

How can schools fit youth to live in a world whose perimeter decreases yearly, when sincere but pro-

vincial pressure groups contend that the world has not changed in 185 years? How can youth be emotionally fit when mental health movements are considered subversive or Christian humanitarianism inculcated if slum clearance and urban renewal are labeled socialistic? I believe all of these things can be done and done in such a way that anyone willing to pay more attention to outcomes than to words will accept them and if it is done, I am convinced we will develop a youth more fit than any who have gone before. The question is how soon and at what cost?

Some Verbalisms Inadequate

There is a sense of historical urgency in this. Part of the cost is a willingness on our part to give up some of our cherished verbalisms that have long since proved inadequate for 20th century society. How do we help youth determine which verbalisms are worth retaining and which need to be eliminated? It seems to me that if we work toward a society in which every rank-and-file, intelligent individual learns to appreciate and *use* in daily life the rigorous methods of scientific thinking, we can achieve this goal.

This sounds rather far-fetched but in reality it is not. I am not suggesting that every member of our society become a scientist. I am suggesting that we develop a new generation which would not only have respect for science, using the results of sci-

entific research, but would, in their daily lives think about their own affairs in the same way that scientists think about their scientific problems.

We are far from this goal. Indeed there are some indications that we are becoming less scientific and more provincial despite the obvious need for better problem-solving methods. Hysteria is easily evoked in youth, as well as in others, by demagogues who do not know, or at least give no evidence of knowing, the difference between fact and fiction. Yet if we are to fit our youth to win the ideological war, we must operate on facts, and facts can *only* be obtained through the method of science.

My premise then is that youth is best aided, emotionally and intellectually, by developing an objective attitude about the world in which they live and the words they use to describe it.

Ideas Of The Stone Age

But little time is given to developing an awareness that what we say, and what we say it about, may be at variance. Indeed, as lexicographer Bergen Evans has said, "We may be through with the past but the past is not through with us. Ideas of the Stone Age exist side by side with the latest scientific thought. Only a fraction of mankind has emerged from the Stone Age and in the most lucid brains we come upon nests of woolly caterpillars. Seemingly sane men entrust their wealth to star-gazers and their health to witch-doctors . . . Hotels boast of express elevators and a telephone in every room but omit 13 from all floor room numbers lest their guests feel ill at ease."

It seems to me this carries with it a lesson that education cannot afford to ignore. We cannot claim to have fit youth for living in an age of science if upon leaving our schools, they accept without question the shallow promises of hucksters and charlatans or become the easy prey of the purveyors of "gloom and doom." We are somehow obligated to give them a method by which they can check out what is said with what it is supposedly said about.

Very simply, this is what scientists do. They, unlike most of us, do not get an idea and remain content with

it. Instead, they continually compare their descriptions of the universe with the universe itself. In so doing they gain an understanding, not only of things in the universe, but of human beings.

It seems to me that the extended cold war is ample evidence of the fact that we don't understand ourselves and we don't understand each other. There is a need to *improve* human nature. But before you can improve human beings you must understand them. And there it is, just as simple and unavoidable and blunt as I can make it. We just don't know enough about people, and that is the task facing all of us. We need understanding more than anything else I can think of — whether more bombs, more religions, more diplomats or more bathtubs. And we need it in a hurry!

I incline warmly to the view that understanding is acquired through science. Not only through the facts of science but more importantly through the methods of science. Surely, when there is a lack of understanding, there is a problem, and ever since Galileo, science has demonstrated its superiority in problem-solving. Indeed, the ease and comfort of our daily lives are a testimony to the efficacy of science as a method.

Concerned With Language

The scientific method involves a certain way of doing things and a certain way of *talking* about them. To be scientific, to be interested in finding out correct answers rather than having our pre-conceptions supported, we must be concerned with the *language* we use in framing the questions we want to ask. The kind of answers we get is to a large extent determined by the kind of questions we ask. There cannot be a precise answer to a vague question. Youth is best fitted for twentieth century living when parents and teachers draw to their attention the difference between a meaningful question and one which is meaningless.

A meaningful question is one which suggests the operations through which one must go in order to get an answer. For example, we can ask, "Did this child die of a bacteria or a virus?" and we have means

for finding out. But if we ask, "Was this child's death a result of Divine will?" there are no operations through which we can go to get an answer.

In pre-scientific days meaningless questions were frequently asked but there is no need for them today. Yet, not only do such questions still persist; they comprise the majority of questions still asked by both professionals and non-professionals.

The inability to tell the difference between fact and fiction is one of the reasons why youth is not as fit as it might be. Language should direct our attention away from words and toward behaviors and events that are observable, measurable and objective.

Our Senses Are Limited

One reason we tend to pay more attention to words than we do to acts is because we tend to believe that what we put into words accurately describes what we have observed. But we do not see very well because our senses are limited. For example, if a disc painted half black and half white, with a few black arcs in the white area, is rotated rapidly, persons seeing it report various reactions. Some see red, some blue, some grey and some other colors. Yet when the disc ceases to rotate, all can agree that it has nothing but black and white areas on it. There are no reds, blues, greys or other colors.

This simply demonstrates that each person's nervous system is unique and further demonstrates that what we see is not necessarily what is to be seen. Each of us sees what his nervous system and past background of training and experience lets him see.

Now, ordinarily we put into words what we see or what we *think* we see, so that others can benefit from our experience. Most often we are convinced that our own observations are more accurate than observations of others. But it is a fact that some people in an audience see colors other than black and white when viewing the rotating disc. It is also a fact that more people see black and white than see other colors. Now doesn't it have to be one way or another? Is it a fact that because most

do not see red, there is no red to be seen? The answer must be no, it is not a fact. Facts, you see, are *personal*.

How does this apply to youth fitness? Some people see all youth as potential juvenile delinquents. Others see them as all good, while the scientifically oriented see them as they are, with a recognition that what they see is not *all* there is to be seen because *facts* are *incomplete*. Facts are human creations and are facts because people agree to them.

Ordinarily the more people who agree to a fact, the more reliable the fact is. We remember that nearly all people in 1492 took it for granted that the earth was flat. Today we know better. This demonstrates that what people say about the world or the things in it has not necessary connection with the world as it is found to be. More recently you and I were taught that the earth was a sphere but photographs taken from space vehicles show the earth to be pear shaped. So you see facts also change; facts are incomplete. I am convinced that when we teach youth to react to facts as tentative truths rather than as absolutes, we will better fit them for the rapidly changing times ahead.

George Bernard Shaw once said that "any child who believes what a teacher tells him is an ass." I do not agree with this, but both teachers and parents occasionally mislead the young. None of us do this deliberately but we do it nonetheless.

New and Better Answers

At Colorado School of Mines, for example, the head of the Mineralogy Department taught, and the textbook supported, the "fact" that the geological formations around Golden, Colorado, were not conducive to uranium deposits. Those students who took the course knew better than to prospect for uranium in that area. A janitor, who had not heard the lectures and who had not read the book, didn't know this "fact" and in his ignorance prospected for uranium within six miles of the school and discovered one of the world's largest deposits.

What I have attempted to say in this paper is that education contributes to youth fitness by stimulating

Turn to Page 26

Teaching Youth Moral And Spiritual Values

By Kenneth H. Hoover
Associate Professor of Education
Arizona State University

The problem of moral and spiritual values is a challenge for me as your speaker; it is a challenge for our children; and it is a challenge for each of us in this group. A few minutes ago your president, Mrs. Littlefield, suggested a "golden rule" for preparing our youth to cope with the complex problems of today: "Do unto others as you would have them do unto you." Few of us would deny the general value of such a moral and spiritual value. It is likely that many of man's most serious social problems would be alleviated somewhat if all human beings could adopt such a mode of behavior. Yet even this rule, as unselfish as it appears to be, seems to be open to criticism. Now let's each ask ourselves, "Would we want to be treated as some people would prefer to be treated?" Ah-h-h-h . . . but this is not the point, you say. The question is how I myself would want to be treated. You are quite right, but now we come to the point I am trying to make. Each of us has different standards of how he would like to be treated. I will postulate that most of us are already "doing unto others as we would have them do unto us." The delinquent, for example, may think it all right to steal so long as he does not get caught. The "moral" and "spiritual" value for him is the act of "getting caught." Now would he object to your stealing from him? I doubt it, *so long as you don't get caught*. When he gets caught he feels remorse. Now why is this? Too often it is not because of his transgressions but because he was apprehended. There is honor among thieves you know!

Basic Guidelines

For our purposes we might define a value as a predisposition to act. It is from our values that we develop concepts of right and wrong, good and bad, desirable and undesirable. The particular combination of one's values determines the very essence of his personality. This morning I propose to offer three basic guidelines for the teaching of moral and spiritual values. These are not all the basic considerations needed nor do they necessarily represent the most important considerations relative to the teaching of moral and spiritual values. They do seem to be germane

to the aggravating conditions associated with the problem, however.

1. One must recognize the values he desires to uphold.
2. He needs to test these values in reality situations.
3. He must realize that moral and spiritual values are relative.

As a frame of reference let us take the moral and spiritual value that we have already mentioned: "Do unto others as you would have them do unto you." Now for the *first* point: We must help the child *recognize* the moral and spiritual values he would uphold. Except for the very young child, building moral and spiritual values is a process of *re-education*. In other words, each of our children (except for the very young) already holds a set of values. For each child *his* values, as weird as some of them may seem to us, are "right" and "good." Attempts of others to alter them directly is met with resistance, for each of us attempts to develop consistency or integrity as it is often called. As indicated earlier, there *is* honor among thieves, i.e., they, too, have definite rules to guide their conduct.

Evolve from Environment

The values which a child upholds, for the most part, have evolved from his environment with little conscious effort on his part. The child (as with many adults) upholds certain values but he frequently does not know why. Now most adults have at least partially preserved their identity or integrity by simply *compartmentalizing* inconsistencies that might otherwise pose conflicts. This is an unconscious act with most individuals. For example, most people would not cheat members of their own family nor would they cheat in certain social groups, in church and so on. Cheating in business, however, might be readily accepted. Of course one usually does not call it cheating. He may simply say "business is business!" Will you raise your hands if you completed your income tax forms within the last month? Now don't raise your hands again but let me ask you to guess (to yourself of course) how many of this group "fudged" just a little in this respect.

Teaching moral and spiritual val-

*An address given at the Arizona Congress of Parents and Teachers, Yuma, Arizona, April 21, 1961.

ues then is not telling the less informed how to adjust to reality (he already "knows") so much as it is to help him become objective with himself. He must be helped to discover his own conflicts and inconsistencies. Then he must be assisted in working through his *self-discovered* and *self-acknowledged* conflicts toward more reality oriented ways of responding.

I recently had the opportunity of working with a group of teen-agers on problems of right and wrong with respect to dating practices. This group of boys and girls had voluntarily come to an evening meeting. Except for the resource personnel no other adults were allowed. I found this group of youngsters to be rather uninhibited to say the least. Here is a typical problem: "How do I know when I have gone far enough?" Now I am sure each of us knows exactly the nature of this girl's problem. She realized in a vague sort of way that there was a point beyond which she "should not go." One value would have her enjoy the pleasures of the moment while the other value would have her forego these. Now it would have been futile to have told this group of teen-agers "how far they should go" while on a date. Likewise, it would be inappropriate for this group of parents to set up and attempt to enforce any blanket standards of conduct. This is a moral and a spiritual value and I trust each member of this group upholds "high" moral and spiritual values. Yet I dare say each of us has a little different conception of "how far a young couple should go on a date."

Clear Understanding

Then is the problem hopeless? Indeed not! It seems likely that by helping the individual realize the consequences of choice *she* may be able to decide *in advance* just how far she will go! It has been established that national processes tend to be impaired when one is sexually or otherwise emotionally aroused. Thus, decisions need to be made in advance of stress situations. This necessitates a clear understanding of what values one would uphold. *It is just as important for young men as it is for young women to determine pre-*

cisely what values they would uphold.

Test Values

My *next* point is this: The child must have ample opportunity to test his values in contrasting situations. Youngsters readily accept the moral and spiritual values *displayed* by their parents. They usually have little difficulty maintaining them while *at home*. One's values, however, are reality tested in social situations *away from home*. According to J. Milton Yinger in his book, *Religion, Society and the Individual*, a value is not tested unless the situation differs or contrasts from back-home situations. It is only in this manner that one's own typical patterns of response are seriously examined. The problem of the teen-agers mentioned earlier suggests that the youngsters felt ill prepared to defend their values when social pressures were great. Many individuals contended that their parents insisted they uphold certain values "because I say so" or "because our church says so." One girl described her dilemma by saying, "I am willing to go along with my parents, but this sort of answer is an inadequate defense when I am with my social group. Why can they not help me put up a logical defense with my friends who tend to uphold different values?"

Contrasting Situations

Of course we do not necessarily have to leave home to experience contrasting situations. Today, for example, our children are likely to be exposed vicariously to all sorts of experiences via radio, television and newspapers. Some parents would forbid the reading of certain literature. Occasionally a group of citizens has even gone so far as to ban certain literature from the newsstands. This, according to the sociologist Ken Benne, is inappropriate. The extreme anti-communist, for example, does not build up defenses against communism by withdrawing or forbidding others to study or read about communism. Moreover, we do not strengthen a child's particular religious values by forbidding him to read about the spiritual values of others. At this point, let me pose a problem for you.

Some parents who oppose drinking refuse to permit their teen-age children to attend social functions at which liquor is served. Others, however, provide such experiences (under appropriate supervision) so their children can develop competence and tactfulness in refusing liquor when offered. What would you do? As a hint you might ask yourself how often you or your friends have indulged in social drinking simply because you did not know how to tactfully refuse.

Values Are Relative

My *third* point of emphasis is that moral and spiritual values are relative — not only to time and place but to the individual involved. One's perceptions of himself — which include moral and spiritual values — tend to become identified as fact, right or best. Thus he tends to resist change or alteration of his values because of the threat to himself which is posed. Some people contend that efforts to reduce this ethnocentric tendency may lead to extreme relativism, asserting that the "mores of the group can make anything right." While this may be possible it seems highly unlikely. Indeed it seems much less likely than the clashes promoted by intolerant, rigid, absolute values. I. B. Berkson in his book, *The Ideal and the Community*, contends that the values which one holds are less damaging to the personality than the tenacity with which they are held. Let us suppose that I uphold the value of not smoking. While I may decide not to ever smoke I should be tolerant of the right of other people to form the habit. My value, if held too rigidly, may cause me to view the practice as "sinful." Finally all individuals who do smoke may be identified as "bad." Thus my value *can* lead to prejudice and bigotry. Few of us believe in murder. Yet, most of us would kill to protect our own lives. Some people worship three or more Gods; others worship only one or no God. Furthermore, some people think of their God(s) as being light-skinned; others are just as sure their deity is dark-skinned. Thus it behooves each of us to accept the fact that many of our

Turn to Page 27



Dr. Irving W. Stout, left, Dean of the Graduate College, discusses graduate offerings listed in the new Arizona State University General Catalog with Dr. G. D. McGrath, Dean of the College of Education.

NEW HORIZONS IN GRADUATE STUDY

With the authorization of six new Doctor of Philosophy degree programs at Arizona State University, new and broadened horizons beckon to the dedicated graduate student.

Today Arizona State University offers the Ph.D. in education, chemistry, psychology, English, physics and engineering. By 1970, President G. Homer Durham recently declared, 12 to 16 additional Ph.D. programs may be added. In addition to the Doctor of Education and Education Specialist degrees, the University now offers the Master of Arts in 12 fields of specialization, the Master of Science in five fields, the Master of Fine Arts, the Master of Music, the Master of Natural Sciences, the Master of Public Administration, the Master of Science in Engineering, the Master of Arts in Education and the Master of Business Administration.

By the end of the present decade, says President Durham, graduate students may make up nearly half the University student body. Arizona State University has accepted the challenge to build one of the nation's major Graduate Colleges.

ARIZONA STATE UNIVERSITY

TEMPE

Among Our Neighbors

How Individual Can We Get?

By Joseph N. Smelser

Member AEA Editorial Board

How often do we hear the word "individuality" used by those who seem to have got the notion that "self" is entirely independent and isolated from the rest of reality and that the "I" is the big wheel, — the big independent, the non-conforming, the free choice maker, the center of the universe, but uncontrolled by it. Sometimes we wonder if the ancient meaning of salvation might not have meant: "A submergence of the ego; the consciousness of self as effect as well as cause." But if this is true, to what extent can the gods hold us responsible for what we are or what we do?

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Neighbor Dr. Henry A. Murray of Harvard University has this to say: (from "The Meaning and Content of Individuality in Contemporary America")

"To tell the truth, individuality as a value, as a boast, as a stead for pride, strikes me, in certain moods as naive, shallow and pretentious. It lacks the depth dimension. As an ideal it plays a strategic role, no doubt, during those years in a young man's life when he must discover his own nature, select a vocation appropriate to his talents, and in so doing, grow in a differentiated way out of the family husk in which he was imbedded and out of the colloidal matrix of his adolescent peer group. But, beyond that, it is too apt to lead on to illusory self-inflations, false poses, and counterfeit aggrandizements, tumors of the ego. The individualist says 'I' with a special stress and accent. 'I' did this, 'I' did that, always 'I,' as if he had never come upon the fact that he could not do any of these things without the participation of nature and also, in most cases, of other people. It does not seem that has he ever humbly acknowledged that he is pretty

nearly powerless vis-a-vis his own body and vis-a-vis the greater part of his personality and mind. He is not able to decide that the heart shall keep on beating. He is not able to decide that a plentiful supply of energy and enthusiasm will be available next morning. He is not able to decide to fall in love. He is not able to decide that fresh and significant ideas shall spring to mind to enliven his conversation or to advance his thought. He cannot choose to choose what he will choose. From first to last he is utterly dependent for his being, for the capacity to sense, feel, think and act, for the delight of living, upon the perfect orchestration of billions of uncontrollable, irreversible, and inscrutable goings on within him. And yet his objective knowledge of these facts does not bring him round to wisdom. He takes it all for granted; accepts it without reverence, without gratitude, and without grace. The fault, as I see it, lies in a kind of hydrocephalus of the ego. The ego shouts 'I am the master of my fate!' and a minute later one tiny embolus slits the thinspun life and puts an end to all that nonsense."

Murray remarks that in the past individuality was based on a "commitment to an ideal bigger than itself, whereas today it is founded on the refusal to accept the yoke of any such commitment."

• • • • •

Dr. Samuel B. Gould, Chancellor, University of California, Santa Barbara, in his *Knowledge is Not Enough*, has this comment:

"The development or lack of development of individuality in youth has also had its share of attention as education has been criticized. A great cry has been that we must beware the perils of conformity, and I would agree that real dangers lie in

this direction. But equally real dangers lie in the development of an incompleting or arrested kind of individuality, the kind that never gets beyond the consideration of one's self. Education can take part of the blame for this, but not all. The family can be given a share, too, in its frequent inability to establish values in early life which will withstand the tests and challenges of time. This is, after all, a primary function of family life. But it has more to test and strengthen values, not to originate them. Too many young people arrive near the end of college life, therefore, with an interpretation of individuality that has little relevance to life outside themselves. For example, here are a few statements written by undergraduate students (I shall not name their college) in which they give some account of their philosophy of life.

Real freedom only comes in divorcing oneself from others. In the group the individual tends to become an amalgam of many people, belief, wants.

There is no philosophy worth having save that which one arrives at himself.

The vilest thing that can happen to a person is the subjugation of his will to another person.

I do not think my state of happiness, real or imagined, to be in any way dependent on or related to what I think of other people or what they think of me.

The only meaning that an individual can find in life is the meaning that he creates in his own separate existence.

I want to touch the solid ground of unvarnished reality and sheer stark existence, instead of wasting time on the tiny superstructure of society and perhaps adding an ornament to it.

*'Tis September and teachers
new and old look forward
to the day*

When The Principal Visits

By E. C. Slosser

Principal Washington School, Prescott, Arizona

When the principal visits, he does so primarily to assist in the general upgrading of teaching. Haply, there are many instances where his visit accomplishes this purpose only indirectly. He knows that competent teachers need to share their successes with personnel other than the pupils they instruct. A teacher, doing excellent work day after day, is encouraged by knowing that the principal may drop in to appraise and share with others the stimulating ideas that evidence his excellent teachership week in week out. Such teachers appreciate the principal's visit. The principal appreciates the stimulus that he receives from them.

The principal also needs to get better acquainted with children in their natural instructional setting. When he can counsel with children on the job, he has a better opportunity to interpret their actions and occasionally revises his opinion of certain of them. Sitting among the youngsters and watching them work, he often sees and interprets pupils' difficulties which may have eluded the teacher during the pressure of presentation and class discussion.

Closely paralleling the need to get better acquainted with the children is the need to acquire background for discussing teaching and learning situations with parents. Parents' complaints can be handled more eas-

ily if the principal knows from visitation what is happening and can explain classroom procedures from the standpoint of current acceptable teaching technique. On the other hand, he may realize the parent's criticism is justified and on these grounds base a conference with the teacher. If, in this conference, the teacher learns that his mode of action is objectionable to both the parent and the principal, he may be more easily persuaded to change his procedures.

Good Or Bad

The principal visits because observation of the teaching processes is his most effective means of keeping abreast of his profession. After all, teaching is teaching. Insurance, tenure, taxes, public lands, legislative programs, public relations, salary improvements, professional standards . . . and all of our other highly avowed interests are entirely subordinate in spite of their essentiality to the one purpose for which the profession is organized. As long as principals are called upon to evaluate the teaching process, they will need to know whether it is good or bad and in general where it falls between these two extremes. Actual visitation comes nearest to achieving such an evaluation and even then

there is entirely too much that goes under the name of teaching that will continue to be elusive and impossible to judge.

By November, usually, the principal is expected to evaluate all new teachers on the job. And by February he must not only re-evaluate these teachers but also make an annual judgment of all teachers in the system. In some school systems the evaluation is done annually while others have developed a pattern of monthly appraisal. Whichever plan a school follows, a principal finds it necessary to work closely with the new teachers. The most significant phase of the evaluation is the teaching process itself and only when, through the follow-up conference, the principal and teacher can arrive at better teaching procedures and methods will the visit, the evaluation and the conference accomplish the purpose for which they were intended. And so finally, the principal visits to fulfill — if he sees no other reason for it — the mere requirement that he is expected to fill out evaluation forms.

The teaching process is made up of myriad facets of accomplishment and demonstrable abilities. When the principal visits, he must look for many things. He will be looking for the rapport that exists between pupil and teacher. This usually reflects the love teachers have for children and for teaching itself. Certainly children learn better when they love and respect their teacher. If a barrier exists between teacher and pupil, learning is hampered and sometimes blocked. A higher regard for all humanity is a quality of first importance for the greatest excellence in teaching. It is immeasurably rewarded!

The principal may consider first the area of discipline. The prism of room behavior may refract many types of disciplinary philosophy. The follow-up conference with the teacher should determine whether or not a particular philosophy is acceptable. The general tenor of the room becomes meaningful only as the principal takes time to see how and why it became that way. Room discipline cannot always be judged correctly by what goes on during the brief time it takes to deliver a note or a short verbal message to the

teacher, only a visit of some duration can truly reveal what the principal is looking for in this general area.

A visit before or after class allows the principal to see charts, bulletin boards, chalkboards, duplicated materials, centers of current study and interest and perhaps samples of acceptable and not-so-acceptable seat work. But a visit during the class-time will show what use is being made of these media and their relationship to the subject matter. As he walks around among the children, the principal can better judge teacher purpose and pupil response, and thus assess the nature of the workmanship that is required and obtained.

General Purposes

So far only the general purposes of the principal's visits have been enumerated. Specifically, he needs to know what is going on in all subject areas being taught in his school. Reading, writing, arithmetic and spelling are the backbone of the elementary program. He needs a thorough background of experience for these important subject matter fields as well as up-to-the-minute knowledge of current trends and methods being used in each of them. Resource materials of recent publication should be available for all teachers who seek additional help. To know about and to have on the shelf "the latest out" is to encourage the best in teaching.

Reading is agreed by all to be the most important subject taught in the elementary school. The principal visiting the reading class will be watching to see if the teacher is actually following the reading manual and adhering to the procedures of presentation which have become more or less standardized by most basic reading series. In preparing to evaluate a reading visitation, it is imperative to study the manual presentation before having a follow-up conference with the teacher. The teacher may add much of worth that is not mentioned in the manual. However, for most teachers the necessity of following the manual is pretty well accepted. The conference then may be used profitably to see that certain points are covered or justifiably omitted. A visit timed to hear

a workbook recitation may forecast a dull session but nothing is so revealing as the method and purpose with which teachers handle workbook assignments. Reading workbooks often contain much that is relevant to other subject matter fields. The fair teacher will see these carry-overs and point them out through discussion, demonstration and use.

Penmanship visitation is an interesting experience. There is much to note. Is this a purposeful, directed experience for the children? Does the teacher walk among the children giving chalkboard and desk demonstrations? Has the subject been taken seriously enough to warrant an instruction in the physical prerequisites to good handwriting: position of body, position of arms, position of fingers? Is the left-handed pupil, with his greatly opposite yet similar needs, being fairly and repetitiously corrected in the mechanics of paper and hand placement? Do all children understand how the pencil is correctly held between the fingers? Are letters and numbers being correctly made as to shape and size? Is there the expected carry-over from the penmanship lesson to the subject matter written assignment, or is penmanship writing something special and very different from writing done during the rest of the day? These are but a few of the items the principal will be looking for and good teaching will be stressing all of them.

Fascinating Subject

Arithmetic has become one of the most fascinating subjects in the curriculum since recent methods have introduced so many different things to do and see while teaching it. A quote from the introduction of the new Winston arithmetic series currently in use sums up this revival of interest:

"What I hear I may forget,
What I see I may remember,
But what I do I will know."

In his visit to the arithmetic class, the principal will be especially interested in what the children are doing and experiencing as they go through the lesson. Today's teacher needs an accumulation of pictures, charts, games, gadgets and whatever else comes under the classification of aids, materials and activities in or-

der to get the job done properly. Children now look forward to the arithmetic period whether they have mathematical inclinations or not be-



E. C. SLOSSER

cause, in a magical way, figures have come to life. Teachers, too, are enjoying this rebirth of interest. Some of the finest teaching is taking place in this area. I am particularly encouraged to note several months improvement in achievement scores since our particular school adopted these new techniques three years ago.

During the spelling lesson the principal may expect to see the teacher using the same plan of procedure as outlined in the current spelling text. The ingenious teacher will have progress charts of innumerable approach and design prepared to increase spelling skill. Such charts, when thoughtfully planned, spur children toward achieving their spelling potential. Repeated failures to do so suggest a different approach either through a reduced word list or a simpler list from an entirely different source. The principal can be of assistance here by making available quantities of word lists in varying difficulties for use of these special pupils. He will encourage some dictionary drill, but will question assignments requiring too many spelling words to be looked up in the dictionary and used in sentences.

Beginning teachers, particularly, need the help that seasoned supervision can offer. If by chance the

Turn to Page 26

Activities Bring

Honors



Formal presentation of Arizona's 1961 School Bell award at Atlantic City: Left, Dr. Roy Doyle, president of the AEA; center, Don E. Matthews of Dallas, Texas, president of the National School Public Relations Association, who presented the awards, and Tom Chauncey, president, of KOOL Radio Television, Inc., who received the award for his public service airing of AEA's TV series last season. Actually, as the picture shows, two awards were given Chauncey — one for his Phoenix station, KOOL-TV, and the other for his Tucson station, KOLD-TV.

Arizona reaped a veritable harvest of awards at the annual convention of the National Education Association this past summer at Atlantic City, N.J.

One of the most important was a National School Bell Award for the 1960-61 series of television shows created and produced by the Arizona Education Association's public relations department and broadcast by Stations KOOL-TV (Channel 10), Phoenix, and KOLD-TV (Channel 13), Tucson. The award went — as is customary — to the two stations themselves, since the series was made possible by the fact that the stations and their connecting network, the Arizona Television Network, contributed public service time and cable costs.

Specifically honored were Tom Chauncey, president of the two stations, and Kent Wilson, production manager. The series, called "Let's Talk About Our Schools," was designed and written by Joseph Stocker, public relations director of AEA.

The KOOL-KOLD award was one of 23 presented to TV and radio stations, networks, newspapers, magazines and one wire service. Chauncey and his wife flew to Atlantic City to be present at the awards ceremony the evening of June 28 in the Atlantic City convention hall.

The School Bell winners were selected by a jury that included U.S. Commissioner of Education Sterling

M. McMurrin and the presidents and executive directors of six national organizations which sponsor the awards. They are the American Association of School Administrators, Council of Chief State School Officers, National Association of Secretaries of State Teachers Associations, National Congress of Parents and Teachers, National Education Association and National School Boards Association.

The prize-winning series dramatized specific problems and achievements of education in Arizona. It dealt with — among other things — double sessions, adult education, exceptional children and college admissions.

Another honor paid Arizona was the award of a special plaque in recognition of the fact that this was one of five states which already has reached the NEA membership quota set for 1964 — the target year of the "Million or More by '64" drive. Arizona's membership in NEA totals about 10,600.

Charles A. Carson, associate superintendent of the Tucson Public Schools and chairman of the Arizona delegation at Atlantic City, accepted the plaque at a general session of the convention.

A related award was a certificate given Arizona for having achieved an all-time record high in NEA membership — that is, more NEA members than ever before.

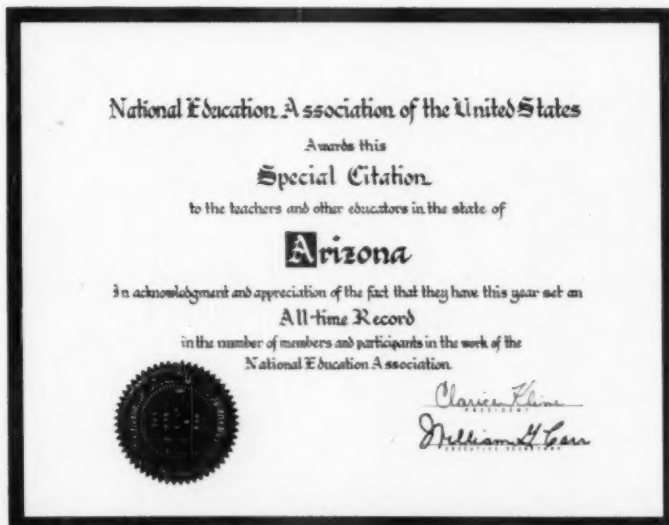
One local association in Arizona — that of Mesa — was singled out for another honor. This was a special

and Awards to Arizona

Local Projects award for an in-service training program. The program involved special courses of instruction set up under the direction of Jaren Tolman, teacher at East Junior High School. Teachers completing the courses were granted professional training credit by the Mesa school board.

The Mesa award, one of 24 given to local associations throughout the U.S., was accepted at the annual banquet of the NEA Department of Classroom Teachers by H. B. Gray, Jr., former president of the Mesa Education Association, who was one of Arizona's delegates to the NEA convention.

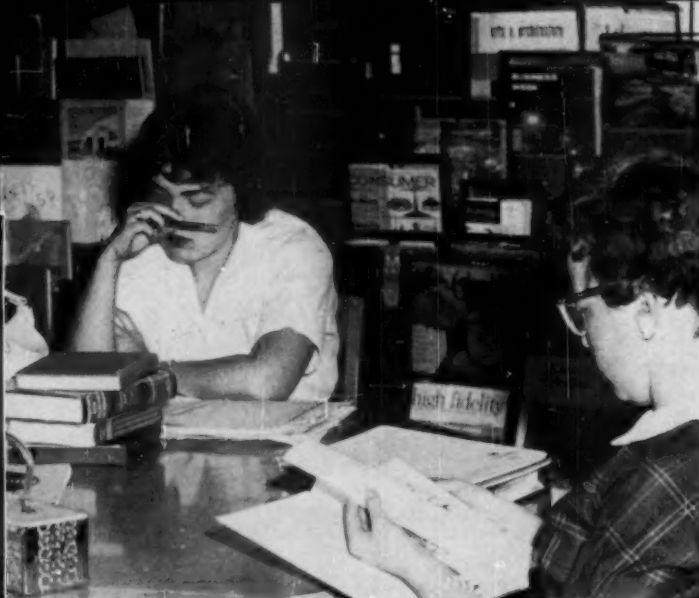
This is Arizona's special citation, awarded at Atlantic City, for achieving an all-time record high in NEA membership.



H. B. Gray, Jr., of Mesa, accepts in behalf of the Mesa Education Association a Local Projects award given by the NEA's Department of Classroom Teachers during the NEA convention at Atlantic City. Presenting the award is R. Minnie Garff of Salt Lake City, southwest regional director of the DCT.



Charles Carson of Tucson, outgoing NEA director from Arizona, displays the membership-breakthrough plaque which Arizona received at Atlantic City, along with four other states.



Left: Ettie Lee, whose philanthropy helped make it possible, turns the first spadeful of dirt for construction of the new library at Eastern Arizona Junior College, watched by John Mickelson, then president of EAJC's board of education. Above: The library, now EAJC's proudest possession, is a place for both deep concentration and random browsing.

ARIZONA'S JUNIOR COLLEGES *Taking the School to the People*

By Joseph Stocker
AEA Public Relations Director

This is the last in a series of articles on Arizona's state universities and colleges.

The big city of Phoenix and the little town of Thatcher, 160 miles east of Phoenix, are utterly dissimilar. But they have one thing in common. Each possesses an educational establishment which is a living demonstration of one of the great strengths of a democracy like ours. That is the ability of a free people to meet and cope with emergent problems on their home grounds and come up with creative solutions.

The two educational establishments in question are the junior colleges of Arizona — Phoenix College and Eastern Arizona Junior College at Thatcher. They are, in turn, quite dissimilar — so much so that to talk about them in the same text is perhaps unfair, suggesting invidious comparisons that are wholly unintended. Still, they do have one bond of similarity, apart from their basic character as junior colleges. They have a pride of spirit and a kind of tenacity that come from being, as it were, the underdogs of the world of higher education. (Junior colleges are indeed so everywhere, or leastwise have been. Only now, in a period when population, economic and international pressures have overtaxed the universities, put a premium on education and en-

nobled the egghead, is the junior college at last coming into its own.)

Phoenix College is, of course, by far the larger of the two institutions in question. It occupies a 50-acre campus fanning out westward and northward from the corner of 11th Avenue and Thomas Road in the west-central portion of Phoenix. It had an enrollment last year of 2,600 in the daytime and 3,500 at night and anticipates that by the time this fall's first semester shakes down, it will have 3,000 day students and 4,000 night. The trend of its enrollment has been upward ever since its founding, but since the war the trend has been upward at a gallop.

Eastern Arizona Junior College is the older of the two. It has a 15-acre campus a block or so south of where U.S. 70 bisects Thatcher on its way through the upper Gila Valley toward the county seat of Safford, two or three miles away. The enrollment at EAJC last year was approximately 400, which represented a gain of about 85 per cent in a decade.

Both colleges grew out of the special needs of their time and communities. They grew likewise out of the determination of the citizens of those communities to do for themselves and their children what needed to be done to make life a little better and a little more ful-

filling.

Eastern Arizona J.C. has its roots in the frontier and in the sturdy self-reliance of the Mormon pioneers. It began as the St. Joseph Stake Academy, established in 1891 by the Mormons to provide education (not higher education — just education; that was the need) for their youth along the upper valley of the Gila River. The academy had a principal and two assistants. They were the faculty. They were, for all practical purposes, the academy.

In 1921 first-year college courses were added to the curriculum of the Mormon school. Later second-year courses were added. The name was changed to Gila Junior College. In 1926 the University of Arizona granted it accreditation and in 1930 the American Association of Junior Colleges admitted it to membership.

Then, in 1933, there was an election in Graham County and the citizens voted by a very large majority to assume the support of the school as a county junior college. In 1938 the last high school courses were dropped and in 1950 came the final name change — to Eastern Arizona Junior College.

Notice might be taken of the fact that Graham County is the only county in the state maintaining a junior college. This is to the eternal credit of the people of that county, since Graham has a population of only about 14,000 and is far from the richest county in the state. Its assessed valuation is only a little over \$13 million, compared to the nearly \$100 million of its copper-rich neighbor, Greenlee. And its tax base consists almost entirely of farms and homes.

EAJC, like Phoenix College, does get state aid, to the extent of \$200,000 a year. But the state wasn't aid-

JUNIOR COLLEGES to the Students

Journalism students hard at work on the Phoenix College newspaper.



ing the junior colleges back in 1933 when the citizens of Graham County voluntarily took unto themselves the burden of sustaining a college. Nor was state aid even in prospect.

Phoenix College traces its origin back to the post-World War I period and, more especially, the depression that came in the wake of that war. Phoenix was almost entirely an agricultural town then, and when farm prices sagged, so did the hopes of many Phoenix families for sending their youngsters away to college.

Thus it came about that the board of education decided to establish Phoenix College. It was housed in two cottages on the campus of Phoenix Union High School. It had two teachers and 20 students. The two teachers were Dr. John W. Laird and Neil Cook. "Daddy" Laird, as he was called, later became the second dean of the college and is remembered with great affection by some whose service to the college has spanned the years from that time to this. "He wasn't so good at paper work," says one, "but people flocked around him when he stood up to teach. He had greatness as a teacher."

There was a certain lack of legitimacy about Phoenix College, and Eastern Arizona Junior College as well. State law lacked any provision for junior colleges until 1927. But nobody fretted very much about it, since nothing in the law said you *couldn't* have a junior college.

In 1925 the school board bought a house near the high school campus and ensconced the college therein. A few years later the high school's stadium was built and the college was allocated some space in it for classrooms, laboratories and physical training.

Building Of Its Own

The growing enrollment and stature of Phoenix College, along with the steadily increasing population of the city itself, suggested that it was time for the college to have a building of its own. And so one was built in 1929 on the campus of Phoenix Union High School. This was Phoenix College and remained so until the high school district, just before World War II, acquired the present site of the college on West Thomas Road and built for the college what its students and faculty had long coveted — a campus all their own. (Last June the old college building on the PUHS campus burned down, to the accompaniment of many a nostalgic sigh from PC alumni.)

With the end of the war and the beginning of the G.I. Bill of Rights, Phoenix College was hit by the same tide of enrollments that hit almost every school in the country. Ever since then its big problem has been to do the job that needed doing with facilities that never seem quite adequate. It's a problem not unfamiliar to most junior colleges, lacking endowments, as they do, and having, as they must, to compete for every dollar with the public schools and the state universities and colleges.

The way in which Arizona's two junior colleges have met the problem is a commentary on the resourcefulness and perseverance of both the schools themselves and the communities they serve.

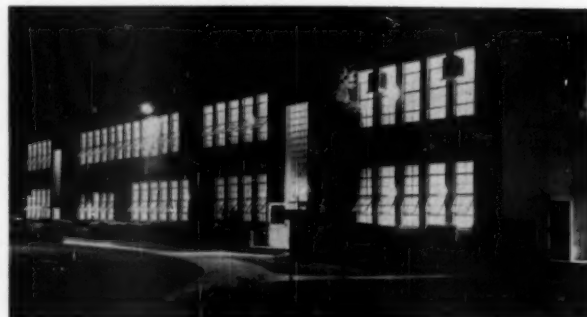
Phoenix College, with no new classrooms built since

1953, squeezes almost every possible bit of usage out of the classrooms that it has. Its classroom space last year was in use 89 per cent of the time between 8 a.m. and 4 p.m., which is pretty remarkable when you consider that 70 per cent space use is considered optimum. A certain amount of empty room is desirable for special help and counseling. Thus an instructor can drift in, with a student or two in tow, and use the blackboard to thresh out some knotty point or other.

This year Phoenix College's space use is expected to go even higher — up to 94 per cent. Classes will be scheduled through at least part of the noon hour and later in the afternoon, and that way the college figures that it can get along. But next year, if enrollment continues to increase as anticipated and there are no new buildings, the college will have a crisis on its hands.

Peculiar Problem

Over in Thatcher the peculiar problem of the junior college was, for a long time, the lack of a library. The problem was finally solved in the community's typically bootstrap fashion. A very nice lady named Ettie Lee, a former teacher and member of a prominent Mormon family, contributed a sizable sum of money which, as things turned out, added up to about one-fourth the cost of the new library. The alumni then swung in and



Phoenix College is a busy place night and day. Its evening college attracts thousands of adults hungry for learning.

raised the rest. To help the school get as much library as possible for its money, a local builder and his two sons, aided by the college's maintenance men, did the construction for rock-bottom cost. And Ettie Lee — or Aunt Ettie, if you choose to think of her as most folks in that section do — came over from Los Angeles, where she lives, and turned the first spade of dirt.

One other thing the two junior colleges have in common is a continuity of leadership. This, too, may be a source of their strength. At EAJC Paul Guitteau has been president for 10 years and part of the community, off and on, since 1927. He is a thin, graying man with an easy manner and a most friendly smile. Born in Indiana, he came to Tucson in 1921, worked his way through the university to a degree in education and first taught in the schools of Thatcher and then served as their superintendent. He returned to Tucson and then, in 1951, went back to Thatcher to become president of the college.

In Phoenix the stewardship of its college has, since 1947, been in the hands of Dean Robert J. Hannelly,

who, as most of his students sooner or later observe, looks just as a dean is supposed to look. He has pure white hair, pleasantly shaggy white eyebrows and the kind of twinkle in his eye that Mr. Chips must have had when he told his favorite joke on the opening day of each new class.

Born to an Iowa farm family, he went to Grinnell College, the University of Iowa and the University of Colorado, the last-named being the school of his doctorate. He was teaching mathematics at Iowa City High School in 1926 when H. A. Cross, then dean of Phoenix College, sent him an offer of a job buttressed with enticing descriptions of Arizona's balmy winter weather. Dr. Hannelly accepted the post, became head of the college's math department and 20 years later dean of the college.

Curriculum

Under his leadership Phoenix College has enjoyed a reputation and a stature high among the big-city junior colleges of the nation. This is due partly, and perhaps in large part, to a special forte of Dr. Hannelly's. He is able to attract and hold together creative and individualistic teachers and provide the free climate which creativity and individualism need in order to flourish. "There is a constant ferment in the curriculum here," said one of the members of the college staff. "It's kept up-to-date and meaningful, and there is an ever-continuing interest in it on the part of the whole faculty. Our teachers will get up and argue with the dean at faculty meetings. They speak out on issues. They engage in controversy. It takes a big man to run a school that way, to harness creativity, to gather together people of above average ability and allow them the freedom of expression in which they can teach imaginatively and find an outlet for ideas. It takes real leadership. It's a different talent than running a taut ship."

Today, with legislation on the books making possible a new statewide junior college system, the whole junior college idea may be standing on the brink of its greatest fulfillment in Arizona. In Thatcher, Paul Guitteau and his proud little college are awaiting the decision of the people of Graham County, at an election next month, on the question of integrating into the state system and undertaking an expansion program. In Phoenix and elsewhere around the state, as adviser to the state junior college board, Dr. Hannelly is discussing with leading citizens of several counties ways and means of establishing more junior colleges — of taking more schools to more students.

Wonderful Idea

"Arizona's new junior college law," he says, "is probably one of the best of its kind in the nation. The idea behind it is to provide education economically and with proximity. You put the college out there where the youngsters are, and youngsters will think of going to college who wouldn't have otherwise. I think this is a pretty wonderful idea."

Good Teaching Is Going On

If the pupils seem to regard the teacher as a friend, rather than as a taskmaster

If there is some humor, some laughter, when appropriate

If courtesy is the accepted mode of behavior

If the pupils as evidenced by their eyes, are interested and eager

If every opportunity for emphasis on good character is seized

If assignments, reasonable in length and difficulty, are made distinctly and explained clearly

If directions are given while quiet reigns, before supplies are passed or books opened

If frequent opportunity is offered for the pupil to ask, as well as to answer

If the class activity involves every pupil, showing good pupil participation

If a question is put to the entire class before an individual pupil is asked to respond, stimulating thinking

If the single question elicits several responses

If pupils are working in groups, giving evidence of the teacher's attention to individual differences

If pupils are challenged and encouraged, rather than bored and discouraged

If each pupil is challenged to work on his own ability level

If, when drill is necessary, it is purposeful

If opportunities are offered for creative activity

If pupils are free to seek help from each other

If a pupil is praised when he has done his best, whether the achievement is great or ever so slight

If teaching aids are employed when appropriate for use

If the teacher has the knack of making crystal clear what he is trying to put across if, when the teacher does not know, his answer is, "Well, let's find out!"

If children seem devoid of tension, if they are free in speaking, expressing opinions, moving

If the teacher clearly knows his subject thoroughly or is carefully exploring a new field with the pupils

If what is being taught is contributing to the goals of education in our American democracy

If you fulfill two or three of the above conditions you are a good teacher, says *Early Education*, an NEA Department of Kindergarten-Primary Education publication. But if you fulfill most of the conditions, you are a **great** teacher. How do you rate?

A Handful of Questions from the

Leaders Conference Cracker Barrel



EDITOR'S NOTE: A new feature of the AEA's annual Leaders Conference at Flagstaff in August was an all-afternoon session which we dubbed the "Cracker Barrel." During the preceding few days, a cracker barrel (gen-u-ine!) rested in the foyer of the Eastburn Memorial Education Center, where our meetings were held. Local leaders attending the conference were invited to deposit therein any special questions they had about operations and policies of the AEA, NEA and local associations, about legislation, ethics, teacher tenure or anything else that concerned them. Many vital and stimulating questions were placed in the cracker barrel. AEA and NEA leaders then undertook to answer them as best they could. Because we believe these questions and answers have interest for many more members of the AEA than could attend the Flagstaff Leaders Conference, we are reproducing some of them here. Space precludes our using all the questions asked. Similarly we are having to condense many of the answers. We hope, nevertheless, that our readers enjoy and benefit from this informal "dialogue" as did the local association leaders meeting at Flagstaff. (Among those who provided answers to the cracker barrel questions were Dr. Roy Doyle, president of the AEA; Arnold Wolpert, NEA regional representative; John Koerner, NEA director for Arizona; Helen McCartney and James Elliott, members of the AEA executive committee; Dix W. Price, executive secretary of the AEA; Dr. James J. Jelinek, president of the Arizona State University Association for Higher Education; Winona Montgomery, member of the AEA ethics committee; Holland Melvin, former president of the AEA Department of Classroom Teachers, and Joseph Stocker, AEA public relations director.

Q: What is the AEA's stand on a statewide salary schedule?

A: We have no official policy. Many members feel that a state-

wide salary schedule probably would become a series of maximum salaries and it might be wiser to seek the establishment of legal minimums, allowing local districts to set higher schedules as and where possible. The present system is consistent with the philosophy of local Board control of our schools.

Q: Will there be an increase in NEA membership dues in the foreseeable future?

A: The budget is tight, but as long as a percentage of America's teachers are not members of NEA, it is to new memberships that NEA will look for additional operating funds.

Q: Should we protect and defend a teacher or principal who is unethical and does poor work?

A: No, although there may be some difference of opinion as to whether a teacher or principal is unethical or is doing poor work. But if his inadequacy or unethical behavior is beyond controversy, he should not be protected.

Q: Does a member have to make special application for the free \$25,000 on-the-job liability insurance offered with AEA membership or is it in force automatically?

A: It's automatic.

Q: Why isn't the program for the state AEA convention distributed

well in advance of the convention, so people can plan on what sessions to attend, rather than distributing it at the registration desk when the convention opens?

A: The program for Friday, the first day of the convention, is published in the October AEA Newsletter, two or three weeks ahead of the convention. Last year, in addition, a special flier containing this and other information was distributed to all the members. We rather suspect that some of our members don't always read their mail! As for the Saturday schedule of meetings of allied organizations: This presents a problem every year. There are about 30 allied organizations, and we have had great difficulty heretofore in getting program information in advance to advise the members. This year the convention committee has set a firm deadline so as to get the programs into the October AEA Newsletter.

Q: Since the convention has become so large and unwieldy, couldn't it be broken down into smaller meetings?

A: This would involve regional meetings and smaller group meetings. It could be done, but the decision would have to be made by the AEA Delegate Assembly. (Such would probably mean we could not afford to pay an outstanding, nationally-known speaker for each regional meeting. Also we would abandon our show of strength in holding Arizona's largest meeting—approximately 7,000 people.)

Q: Isn't the AEA Delegate Assembly becoming too large? What can be done to alleviate the problem?

A: If the Delegate Assembly is limited, the right of AEA members to be heard on matters affecting them and their association might be restricted. This could prove particularly disadvantageous to members from the smaller schools and outlying districts. Incidentally, the NEA's Representative Assembly currently numbers about 5,000.

Q: What are the five requirements

for federal aid legislation as advocated and upheld by the NEA?

A: First, that the federal aid be broad in purpose rather than selective. Second, that it be distributed to the states on a formula basis so that there will be no chance for an agency or official to stipulate who gets the money and who doesn't. Third, that the funds be channeled through an existing agency in each of the states. Fourth, that the distribution, management and utilization of the money be determined by each state, not by Washington. Fifth, that there be written into the federal support legislation an explicit prohibition against any interference by the federal government in local control of the schools. In sum, the NEA will only back a federal aid proposal which strengthens local control of education.

Q: Why does a leading organization like the AEA "litterbug" the highways with billboard advertising? Aren't there other effective means of decent advertising and public relations?

A: Several members of the AEA have expressed their opposition to billboards. Their feeling (and we have given it very serious consideration and discussed it at great length) is that billboards obstruct the landscape and are generally an unaesthetic medium not suitable for a profession such as ours. We would like to say, in defense of our use of billboards, that they are also used by numerous other state associations (Michigan last year put up 400 boards to our 90-odd); that half or more of the billboards we use are donated to the AEA and its members by Foster & Kleiser, the firm which owns them; that the "paper" — the billboard poster itself — is made available to us by NEA at a very low cost; that we require of the billboard firm that sites only be used which do not obstruct the scenery; that the billboard "themes" have been attractive and dignified; that this year's "theme," moreover, is especially appropriate inasmuch as it strikes a patriotic note at a time when there is much public discussion about the

schools' emphasis of the American heritage; that, finally, the billboards are seen by almost every person in Arizona at one time or another and at one place or another and thus — we believe — are an effective way of creating a good public feeling for Arizona's schools and teachers. One last observation: Because our billboard program *has* evoked some criticism, it will be carefully re-evaluated this year and will be continued next year *only* if we are convinced that the advantages clearly outweigh the disadvantages.

Q: If there any justification for the charges, voiced by some newspapers and commentators, that the NEA has taken a "left" stand on issues?

A: Emphatically not. The charges originate with critics of NEA's position on federal aid to schools. These critics ignore the fact that many conservatives (among them the late Sen. Robert Taft of Ohio) have supported federal aid and yet have not had to defend themselves against the charge of being "leftist." Furthermore, both the FBI and House Un-American Activities Committee have publicly stated that no executive or official of the NEA has ever been accused of subversion or disloyalty. The NEA is chartered directly by Congress, and at the hearings on the renewal of its charter it has been praised for its emphasis on Americanism in education.

Q: Please tell us of incidents—such as that at New Orleans — in which the NEA has directly helped teachers and teacher organizations. My purpose in asking is to have at least a partial answer at membership time to the question, "What does the NEA do for me?"

A: At New Orleans, when the schools closed and teachers' salaries were withheld during the integration struggle, the NEA established a special loan fund of nearly \$2 million to make emergency loans to teachers and thus tide them over the crisis. Prior to that, at Little Rock, the NEA gave financial and legal assistance to teachers and schools caught in the integration-segregation crossfire.

Q: Many people are against federal

aid to education and refuse to join the AEA because we support it. We pride ourselves on being democratic, and yet is it democratic when we force members to pay their money to support something which they oppose?

A: Divisions of opinion are natural in any membership organization. The stand taken by that organization must be based on the will of the majority. The AEA has been most democratic in arriving at its position on federal aid. Numerous of the AEA's Delegate Assemblies — the democratically-elected policy-making body of this organization — went on record as favoring federal aid. Even so, when a few teachers opposed to federal aid asked for a membership poll on the issue this year, the executive committee willingly conducted such a poll, authorizing the local presidents to take and certify the vote. The results were an endorsement of the Kennedy federal aid program by a margin of better than 2-to-1 and even stronger margins in support of other federal support programs such as "impact aid," the National Defense Education Act, etc. We respect the opinions of those who still oppose federal aid, but the AEA's position is that of the overwhelming majority of its members.

Q: Why not save interest by inviting members to contribute \$25 or so over a three-year period to pay for the new AEA building?

A: The experience of many other state associations is that buildings cannot be financed successfully by membership contributions. A certain number of members will give readily. Beyond this, it is a tedious and annoying task to solicit and obtain contributions. Many members feel that their dues should suffice and that payment of a reasonable and proportionate share on a long-time mortgage is more desirable. Also, contributed funds have a tendency to trickle in, which delays construction, since the total amount must be in hand before a contractor will break ground. Thus it appears that the use of some dues money plus reserve funds and rental income to

Turn to Page 26

Cracker Barrel

From Page 25

repay the mortgage indebtedness is the best procedure. (Note: The proposed AEA building includes eight rental units to provide mortgage payment income and future AEA expansion without additional building expansion.)

Q: Do we have payroll deductions for AEA-NEA in Arizona? If not, why not?

A: County officials in some counties had no objection to it, but the county superintendents, as a group, are opposed. They point out that in the larger counties it would involve the employment of additional clerical help to process what is essentially a private obli-

gation of the teachers and administrators. The county superintendents accordingly asked us not to press the issue, and we agreed.

Q: A tenure teacher shows a very unprofessional attitude — takes unfair advantage of sick leave, talks against all administrative policies, refuses to carry out extra-duty assignments conscientiously, etc. What procedure should the local association take in this case?

A: If the local association has an active ethics committee, that committee should advise the teacher in question that his conduct is in violation of the NEA Code of Ethics. If the teacher disregards the Code, or if there is no local ethics committee to handle the

situation, then it should be brought to the attention of the AEA ethics committee. The latter may, after careful investigation, take action to censure the teacher or even to recommend to the state department of public instruction that his certificate be revoked for unethical conduct. (Also, by a recent amendment to the AEA Constitution, membership in the AEA may be terminated for unethical behavior after proper hearing by the Executive Committee with an appeal to the Delegate Assembly.)

Q: What does the AEA plan for Arizona's 50th anniversary celebration?

A: Frankly, we hadn't realized it was coming up. Thanks for asking the question so we can start making plans!

The Principal Visits

From Page 17

principal visits only the areas in which the teacher is weak or strong, his evaluation of the teacher's performance may be a misjudgment. A teacher who does an excellent job of teaching arithmetic may need all kinds of help in teaching social studies. Who is to know this unless there is supervision? Sometimes not even the parents!

Parents sometimes defend a teacher who is not a credit to the profession. Unless a principal can speak from a background of supervision, he is not in a position to oppose such false support. I have had the experience of facing a dozen or more parents at a school board meeting who were present to urge the reinstatement of a teacher whose contract had not been renewed. Complete notes on visits I'd made during the school year vindicated my recommendation for this teacher's dismissal. My notes proved further to these parents that personal reasons do not enter into such situations and that the principal is ever mindful of the overall welfare of their children.

How Time Is Spent

The first and last 15 minutes of the teaching day reveal far more about teaching philosophy than might be imagined. The list of items to look for at these crucial times could be made and such a list would have considerable length. I would

like to mention only one: Does the teacher always do the same thing? Today as we see creativity stressed in everything we read, we might get a good check on the application of these articles — if they are being read. There are so many challenging ways to begin and close the teaching day.

I would encourage the principal to visit the often neglected areas of creative writing and the story hour. Recent stress on science cannot produce the hoped for results without equal stress on the means of communication. Our schools should aim more pointedly toward the attainment of fluency in the use of the English language. Of necessity, teachers and pupils communicate orally but too often there is an absence of directives and objectives for measuring accomplishments and progress in this verbal exchange of ideas. Written expressions have been grossly neglected. A child who is unable to express himself naturally on paper gets all too little help in a school where the emphasis is on "True-False" "Yes-No" and the completion-type of written response. A creative writing program in every classroom is a productive function and obligation of present day teaching.

Teachers and principals have an obligation to do their best in their own particular spheres of responsibility. Conscientious professional service is enhanced when the principal visits the classroom and together

with the teacher works for the general upgrading of all phases of the instructional program.

Teachers and principals, let's accept this challenge when the principal visits!

Youth Fitness

From Page 11

youth to look for new and better answers than their elders can give, by encouraging them to respect authority but to systematically challenge it. And each of us must recognize that the methods of science can contribute to better communication and that by utilizing the methods of science we can improve human beings. Any education that relies more on beliefs and theories, on words generally, than on the experience and observation by which they might be tested, will lead us over and over again into blind alleys.

No Time For Platitudes

The time is past for platitudes. We have lost our audience. No one is listening. We can no longer hide behind high-sounding terminology in the hope that somehow youth will be impressed. The new generation is from Missouri, and its moral, physical and mental fitness will be improved because it asks, "What do you mean?" and "How do you know?"

Moral and Spiritual

From Page 13

moral and spiritual values are assumptions which each of us has made. While we must sometimes stake our entire future upon some of these assumptions, they cannot be verified by others. Therefore, it seems that parents might well train their children to develop a sense of to-me-ness — not only in verbal behavior but in their thoughts as well. For example, the child might be oriented to say and to think, "Smoking is inappropriate *for me*; there is only one God *as I see it*; in my judgment 'petting' while on a date is inappropriate." Parents can set up guidelines rather than laws for their children to follow. A child might reasonably be expected to be home by 10:30 p.m., but there are times when such a demand is unreasonable. If the citizens of the United States and the different peoples of the world are to live together in peace, they must be trained to accept the relativity of their moral and spiritual values. The true spirit of brotherhood is achieved when one is able to say in effect, "Although I do not agree with you I am willing to accept your values as right *for you*."

Three Principles

This morning I have offered three basic guidelines for the teaching of moral and spiritual values. (1) Help the child recognize specifically the moral and spiritual values he would uphold. (2) Give him an opportunity to test his values in contrasting situations. (3) Help him realize that all moral and spiritual values are relative. While a youngster should strive for consistency between belief and action he must recognize the rights of his associates to a different set of values. As parents and teachers it is our responsibility to make these three principles a dynamic part of reality for our children. It would seem to me that the Arizona Congress of Parents and Teachers might well structure its activities accordingly.

If you have moved please send us your new address.

A New NEA Service

A nationwide plan of low-cost term life insurance is now being offered as an NEA service to its members. It is intended to supplement, not replace, any other insurance that a member may now have, and is offered as a practical means of providing needed additional life insurance protection to members of the teaching profession. The plan will be underwritten and administered by The

Prudential Insurance Company of America.

Membership in both NEA and the Arizona Education Association is an eligibility requirement of the plan. All teachers and other persons engaged in educational activity may enroll immediately if they have such dual membership.

The amount of life insurance is based upon an insured individual's age at any given time, as follows:

Age	Amount during first 12 months	Amount after the first 12 months
less than 50	\$4,000	\$5,000
50 but less than 60	2,000	2,500
60 but less than 70	1,200	1,500

The contribution rates are:

	Semi-annual Contribution
Member	\$11.30
Student member	4.55

Members age 70 or over who are still engaged in educational activity may have \$500 of insurance at a \$16.40 semi-annual contribution rate.

In addition to payment for death from any cause, the plan provides for waiver of contributions in the event of total disability prior to age 60.

The Right Questions

ten years, recently expressed this as the reason for its establishment.

"The idea was, and is, that teaching ought not to be, alone of all the recognized professions in American life, subject (reed-like) to every vacillating wind of doctrine that blows; that it ought not be helpless, completely futile, in a society operating under the vectorial force of pressure groups. Stated affirmatively, the idea was that it, as with any respected occupational group, should be the master of its own fate; captain of its own soul."

In the first 10 years following the establishment of TEPS the number of states requiring a bachelor's degree of elementary teachers increased from 15 to 35 and NEA membership doubled. Space does not permit a discussion here of how TEPS functions on the national, state and local

levels. This will be explained in a future issue of the Arizona Teacher by Dr. Melvin Rhodes, Chairman of the AEA-TEPS Commission.

It must suffice here merely to point out that this is the moment in history when teaching is coming of age as a profession. There is exciting work to be done. It is our work. None of us can make his full contribution apart from the organized efforts of other teachers, for this work poses challenges which can only be met through collective action. On the other hand, there are challenges which we can meet only as individuals. For the question, "Can we elevate teaching to greater heights?", rests largely upon the answer to this more personal question: *Can we as individual teachers function on a more truly professional level?*

It's time we started asking ourselves the right questions.



For your next big meeting

I Give You Mr. Brown

By Carl Allen Pitt

Professor of Speech, University of Illinois

Have you ever stood before an audience, feeling completely frustrated, after having received a poor introduction? One of the weakest speeches of introduction that I have ever witnessed was delivered by a good friend of mine, who was doing his best to introduce our guest speaker properly. He said to the audience, "The man that you are about to hear is one of our most effective speakers. I know that he is good, for I have heard him speak many times." At that point, our guest speaker likely wanted to hide behind something, for my friend, who was really trying to be helpful, had charged him with a responsibility that he could not possibly fulfill.

That introduction was probably no less effective than the one delivered by the program chairman who spent fifteen minutes trying to introduce me. His mind wandered from one topic to another. He made a few kind remarks about me, and then spoke briefly about getting new members for his club. He finally remembered that he was to introduce the speaker, so he looked in my direction and said apologetically, "May I present Dr. Pitt." It was then ten minutes to one and the meeting was to adjourn at one p.m. My

Editor's Note: Many teachers have asked for help with introductions.

speech was really short on that occasion.

The most embarrassing situation that I recall was brought about by the club president who spent ten minutes saying kind things about me and in telling the audience that he and I were "warm friends," and "old buddies." When he finally turned in my direction to introduce me, he couldn't think of my name!!! His memory soon rescued him, but I was quite uncomfortable — to put it mildly.

Set The Stage

These three introductions were weak and ineffective; however, it is not difficult for us to introduce a speaker in a manner that really "sets the stage for him" and in a manner that prepares the audience for the speech which is to follow. In other words, when introducing a speaker, we should establish contact between the speaker and his listeners. We should then motivate the listeners to want to hear what the speaker has to say.

This is easy to do if we apply a little simple psychology. First, before introducing a speaker, we must become aware of the psychological relationship that exists between the speaker and his listeners, for a

speaker never appears before an audience just to hear himself talk. He speaks to communicate ideas to a group of listeners. He has a purpose in mind.

We must evaluate this psychological relationship from the viewpoint of the main speaker that we are about to introduce and also from the standpoint of the listeners that the speaker is about to address. Let us first consider the main speaker. Assume that our guest speaker is Mr. Brown, who will speak on juvenile delinquency. He is sitting on the platform waiting to be introduced. He has his speech well prepared, we hope. He has thoroughly analyzed his audience and the occasion far in advance of the immediate speech. He knows the approximate age level, the occupational interests, the community interests, and the other special interests of the members of his audience. He knows what attitudes the members of his audience have toward him and toward his subject. He has a well-organized speech which, he believes, is well adapted to the interests of his immediate audience. His speech is carefully prepared, so he should be able to accomplish his purpose. This purpose may be to entertain, to explain, to persuade or to move the listeners to action. In other words,

the speaker is well prepared to present his talk.

Let us assume that our audience consists of fifty teachers and parents, who have gathered for a dinner meeting. It has been announced that our guest speaker is Mr. Brown, who will speak on juvenile delinquency. Many of our listeners have no special interest in the topic. Others feel that all delinquents should be sent to a reformatory. Some of the listeners are deeply interested in the topic. Others probably don't even know who is to speak today. Most of the group know little about Brown, for he is new in our community.

To simplify matters, let us assume that our program chairman is Mr. Hardesty, and that Hardesty is about to introduce Brown, the guest speaker. When Hardesty arises to introduce Brown, he notices that many of the teachers are engaged in conversation. Others are yet eating their dinner, and a few are reading papers. At any rate, the attention of the audience is scattered in many different directions. Few people are thinking about Mr. Brown and his topic, juvenile delinquency. Many of them are thinking about their own school and personal problems. Only a very few of the members know much about Brown. It is generally known that he is a social worker. The psychological attitude of the audience is not unusual — there is "mild interest" in the speaker and his topic.

Motivate the Audience

Brown, our speaker, is anxious to begin his talk. He is a little nervous, too. The attention of the audience is very scattered, and there is much noise in the room. Let us see what Hardesty does as he arises to give his speech of introduction. How does he motivate the audience to hear this speaker?

Hardesty immediately recognizes that his first job is to get the complete attention of his audience — to polarize the attention of the audience on himself. He knows that a speaker cannot accomplish his purpose unless he has the attention of his listeners. Hardesty is familiar with the materials used for gaining the attention of an audience, including the rhetorical question, humor, an unusual statement, activity or

movement, audio-visual aids, or materials that are vital to the immediate audience. Hardesty walks to the speaker's stand and decides, because of the noise in the room, to gain attention by asking a rhetorical question. He says, in a rather loud voice, "Mr. Chairman, Ladies and Gentlemen. How can we best control juvenile delinquency in our community?" The noise subsides and everyone seems to look at Hardesty, who knows that his next job is to motivate the listeners to want to hear the main speaker, Mr. Brown. Because Hardesty knows that many of his listeners have teenage sons and daughters, he reminds his audience that juvenile delinquency is a threat to the welfare of all boys and girls in the community. In other words, this problem is important to us.

Brief and To the Point

As soon as Hardesty feels that the audience is motivated to want to know more about the causes of juvenile delinquency in our community, he announces that we have as our speaker today an expert on the topic. He then briefly relates the reasons why Brown is an expert. He is aware that he may proceed chronologically or that he may concentrate on specific things that Brown has accomplished. At any rate, Hardesty is brief and right to the point, for he doesn't want to lose the attention of his audience. He knows that his next job is to "break the ice" for Brown. He must draw a common bond around Brown and his listeners. He must cause the members of the audience to feel that they have something in common with Brown. Hardesty establishes a common bond between Brown and his audience as he announces that Brown is helping us to educate our sons and daughters. He emphasizes the fact that Brown is a social worker "in our community."

At this point the listeners should feel a desire to hear Brown speak, and they should feel friendly toward him. Hardesty has little left to do except to present the speaker.

The foregoing illustration informs us how to prepare an audience for a speech; however, the type of introduction to be used depends much upon the particular occasion. When Queen Elizabeth of England was in-

troduced at a recent dinner meeting in Chicago, the chairman had little difficulty in gaining attention and in focusing attention upon the Queen. The occasion had been highly publicized, and those in the audience were honored guests who wanted to see and to hear Queen Elizabeth speak. When the writer introduced Dr. Watson Boyes, Head of the Oriental Institute at the University of Chicago, to a club at the University of Illinois, he announced that the speech would reveal the importance of the recently discovered Dead Sea Scrolls. Gaining attention was no problem, for Dr. Boyes was a well known speaker; however, an attempt was made to help the listeners feel a need for wanting to know more about the scrolls.

When giving a speech of introduction, we must also consider the nature of the persons whom we are about to introduce. If our speaker is a bit nervous and insecure, we must be completely relaxed ourselves, and we must say something that will give him confidence. Proper attention to his past achievements may motivate a spirit of confidence within him. When introducing a nervous person, we must be completely relaxed; and we must relax the audience with our friendly attitude or with humor.

Audience Psychology

Of course, we must be most careful to pronounce the speaker's name correctly and to give his correct title. The length of the introduction is determined by the reputation of the speaker and by the time available. We should tend toward brevity and well-chosen words. We should avoid time expressions such as, "I give you," and "It is a pleasure to present."

In conclusion, the better speeches of introduction are presented by those persons who employ a little simple audience psychology. If we wish to give more effective introductions, we should carefully analyze the audience, the speaker, and the occasion. We must gain the attention of the audience so that we can focus that attention upon the speaker, and we must motivate the listeners to want to hear our speaker. Doing so will set the stage for him and will help him to succeed.

NEA Director's Column

Something Special

John Koerner
NEA Director for Arizona

Since Sputnik I and Vostok II, it has become popular to favor more and better and even more costly education for our "better" students.

More frequent are the cries to throw the dullards out of our schools.

Less often does one hear of equality of educational opportunity for *all* American students.

Today in my town, however, a mother called the high school requesting that her son be registered in the special education program. He is a "retarded" child who, because he has been laughed at in regular classes so often, now believes that every group of laughing people is laughing at him.

Within the hour another mother reported that her son had graduated recently from a school for handicapped children. She said, "I hope you have special education classes for my son because it is important to him that he be able to say, 'I am going to high school,' and that he experience some success."

At my school we shall have more special education students this year than we have ever had before. May I and the American community continue to do for the least of our students as much as we do for the best of our students, for as it is written in holy scripture: "Inasmuch as ye did it not to one of the least of these, ye did it not for me."

SEPTEMBER CHALLENGE

Oh, teacher, dear teacher
Please don't make me work
So hard that there's no time to
play;
I don't want to be a smart little
jerk
With my nose in a book every day.

Is It Ethical . . .

**to ask someone
else to speak
for you?**



Three-fourths of the teachers said (during coffee breaks):

Professional people should not be asked to collect pennies for milk, lunch and a hundred community drives.

These "odds and ends" that interfere with teaching should be stopped!

We are assigned far too many jobs outside the classroom!

After all, we're not getting paid for all of this extra work.

Of course, some people are paid for this, but it isn't fair.

Jim, will you present these problems to the principal for us?

So he did. . . . Then, the principal said (in a faculty meeting):

A teacher has registered a complaint to the effect that there is unnecessary interference with teaching activities, and that the assignment of non-teaching duties is not distributed in a fair way. It was even suggested that teachers should have no duties outside the classroom, or, if there are such duties, teachers should be paid extra for doing them. Is this a correct interpretation of your views? How many of you feel this way about it?

Now, what should three-fourths of the teachers do?

Should the teachers who urged Jim to speak for them come to his defense?

Should they speak up, to clarify the issues?

Should they let Jim "carry on" by himself?

NEA-AEA CODE OF ETHICS — Fifth Principle: (2) The teacher will stand by other teachers who have acted on his behalf and at his request.

Professional Stature

From Page 7

state associations a Commission on Teacher Education and Professional Standards (TEPS), whose work is directed toward ever higher standards of competency, selective recruitment, etc. Coming from TEPS is the New Horizons Project which includes recommendations for action in the areas of standards and professional practices, creating an organ for better enforcement of a code of ethics.

From what we know of the other great professions and of the basic criteria which measure their practitioners, it is pretty clear that teachers can rightfully call themselves professional. However, few of us would claim that the teaching profession measures up to full status at this time. The question before us is:

"How important is it for the teacher to assume the full stature of a professional person?"

Obviously it's all important.

Public education, with all its implications of national welfare and survival, is ultimately dependent upon the quality, singly and collectively, of the classroom teachers. And the only effective answer to the problem of retention and recruitment of quality teachers is to create a new attractiveness for the professional teaching career.

Society needs a strong teaching profession of mature stature. Teachers likewise need a strong professional organization to provide the quality and the guarantees that are the responsibilities of the profession.

American Education Week – Nov. 5-11

Now is time to prepare for the 1961 observance of American Education Week, November 5-11. During the 1960 observance, 30 million Americans visited their local schools to watch education at work.

This year's AEW theme, "Your Schools: Time for a Progress Report," offers parents and citizens an opportunity to concentrate on the improvements made in schools in the last few years. These might include needed changes in the curriculum, new school construction, programs for getting and keeping the best teachers, effective new teaching methods and improved facilities. Under the over-all theme are the following daily topics:

Sunday, November 5 – Time to Test Our Convictions.

Monday, November 6 – Time to Decide on Essentials.

Tuesday, November 7 – Time to Work Together.

Wednesday, November 8 – Time to Explore New Ideas.

Thursday, November 9 – Time to Salute Good Teachers.

Friday, November 10 – Time to Pay the Price for Excellence.

Saturday, November 11 – Time to Look Outside Our Borders.

The following suggestions may be helpful in planning an observance of American Education Week:

- Set up PTA panel discussions of the general theme and daily topics.
- Encourage local editors to prepare complete sections or a special page on American Education Week.
- Key your school's open house night to the theme, "Your Schools: Time for a Progress Report."
- School displays, fairs, and exhibits can be staged in store windows, libraries, and museums, as well as in school.

The National Education Association has produced many new booklets and folders especially keyed to various aspects of the 1961 observance. Inquiries about these materials may be addressed to American Education Week, 1201 Sixteenth Street, N. W., Washington 6, D. C.

A Pledge...

I do solemnly swear (or affirm)
that I will faithfully execute the office of teacher of children and youth,
and, to the best of my ability,
will preserve and improve the skills needed
to fulfill this responsibility most effectively.

Yours for the Asking...

Advertisers in the Arizona Teacher offer many items of special value at the opening of the new school year. You may write directly to the firms whose material you wish or order it through the convenient coupon below. Be the first in your school to secure the new material.

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3. Filmstrip Catalog New 1961-62 lists over 1500 titles, covering all subjects. (Eye Gate House, Inc.)

4. Samples of cut-out letters for use on bulletin boards, signs, posters and other uses. (Mutual Aids)

5. Why Janie Can Write a 32-page booklet including useful information for improving the teaching of handwriting in elementary schools. (Noble and Noble)

6. Catalog of Books for Children's Libraries. Includes curriculum index as well as author-title and title-author indexes. (Follett Publishing Company)

7. Worktext Catalog lists Worktext, workbooks, teaching aids, texts, readers

and library books. The fields covered are mathematics, science, reading, music, history, geography, industrial arts (drawing and shopwork), health and many others as well as many types of achievement, evaluation and objective tests for specific needs. 48 pages. (The Steck Company)

18. Catalog of language books – French, Spanish, Russian, and Italian. Readers as well as texts. Also includes a section on audio-visual materials available for rental or purchase. (Chilton Company – Book Division)

20. Graded Catalog of books for elementary and junior high schools and Classified Catalog of books for high school libraries. (J. B. Lippincott Company)

23. Reprint "Presidents of the United States" and the biography of John F. Kennedy from the 1961 World Book Encyclopedia. Single copies to teachers and librarians. (Field Enterprises Educational Corporation)

24. Literature with information about the Mason Protected Fund Raising plans for schools and school groups. (Mason Candies, Inc.)

27. Pictorial Nature Map. A 24" by 36" 5-color map of the United States illustrated with the 50 State birds, trees and flowers. Also includes information on national parks, fishes, mammals, and amphibians and reptiles. (Standard Oil of California).

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Excellence Keynote of National TEPS Conference

Over 1300 educators gathered on the campus of Pennsylvania State University in June for the 16th Annual Conference of the National Commission on Teacher Education and Professional Standards (NCTEPS). With the Pennsylvania Conference the first phase of the Professional Standards Movement in Teaching came to a close and a new thrust toward enlarged goals began. Major recommendations contained in the report, *New Horizons for the Teaching Profession*, constituted the working papers for the conference. Discussions and general sessions centered on the theme, "A Becoming Journey for the Teaching Profession."

Keynote—Excellence

Dr. Margaret Lindsey, editor of the *New Horizons for the Teaching Profession*, provided the keynote address. Dr. Lindsey stated that the point on the horizon that serves to put everything else in proper per-

spective is the goal of excellence. She explained that because of the diversity of the profession there is no one goal of excellence, but rather many kinds of excellence at many levels and in many kinds of activities. Dr. Lindsey challenged the conferees to get down to the business of making specific recommendations for action, for establishing regulatory mechanisms to attain standards of excellence.

Major Recommendations

What were the major recommendations from the discussion groups at the Pennsylvania Conference?

(1) The teaching profession must get really tough about keeping incompetent teachers out of the classroom. The conferees agreed that the best place to accomplish this is to control entry into the profession on the college campus.

(2) Discussion groups agreed that college teachers should have some preparation for the teaching process

as well as knowledge of the psychology of learning.

(3) As a positive approach to improving the status of the profession, some groups made the proposal that the profession should take the lead in recruiting the most promising high school students as future teachers. College students in teacher education programs should go through a continuous screening process that would extend into internship and probationary years.

(4) There should be high standards for institutions which prepare teachers.

(5) The NEA, with its affiliated state and local associations, should establish commissions on professional practices. State legislatures were urged to establish a professional standards board as an adjunct to the office of the chief state school officer.

An Inner-directed Profession

The Pennsylvania Conference was brought to a close with the banquet held in the ballroom of the Hetzel Union Building. Dr. T. M. Stinnett, the featured speaker, recalled the issues and problems the profession has faced and negotiated in the 15 years since the organization of the National TEPS Commission. Dr. Stinnett indicated that while progress has been tremendous, it has been only a prologue to the vast undertaking with which the profession must grapple in the next decade. This undertaking Dr. Stinnett called "the development of an inner-directed profession of teaching." Although there will be knotty problems to be solved, Dr. Stinnett declared that he expects to see, along the route of the "Becoming Journey," a resurgence of dedication and faith in the field of professional education.

Arizona Participants

Arizonans participating were: Dr. Roy Doyle, President AEA; Richard Evans, President AEA Department of Classroom Teachers; Josephine Bates, Vice President AEA-DCT; Velda Dale, Phoenix; Madeline Hubbard, Phoenix; Miriam Geyer, Tucson; Jean Hansen, Tucson; Marguerite Pasquale, Tucson; Robert Frazier, Vice President NSNEA, Tempe; Mark Latham, President ASNEA, Flagstaff; John Friday, Phoenix and Harold Henson, AEA Field Secretary.

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NCTEPS Has New Head

Don Davies, associate professor and director of student teaching of the College of Education at the University of Minnesota, has been named to head the National Commission on Teacher Education and Professional Standards effective August 20. The newly-named executive

*Dr. Davies,
Executive
Secretary
NEA Commission
on Teacher
Education and
Professional
Standards*



secretary of the Commission will replace T. M. Stinnett who has headed NCTEPS for the last decade. Dr. Stinnett assumed the post of assistant executive secretary for Professional Development and Welfare of the NEA last year, and carried both assignments until his successor was appointed.

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| | Page |
|---|------|
| AEA GroupPlan Life | 38 |
| Arizona State College, Inside Front Cover | |
| Arizona State University | 14 |
| Chilton Company | 39 |
| Coca Cola | 1 |
| Eye Gate House, Inc. | 37 |
| Field Enterprises | 8 |
| Harcourt, Brace & World, Inc. | 39 |
| Horace Mann Insurance, Inside Back Cover | |
| J. B. Lippincott, Inc. | 39 |
| Mason Candies | 2 |
| Mutual Aids | 39 |
| Noble & Noble | 33 |
| Opinion Institute | 37 |
| Phonovisual Products, Inc. | 37 |
| Prudential | 34 |
| Row, Peterson & Co. | 35 |
| Silver Burdett Company | 32 |
| Standard Oil of California | 9 |
| Steck Company | 36 |
| Tandy Leather Company | 39 |
| University of Arizona | 6 |
| Wm. Wrigley Company | 37 |

September, 1961

A TEACHERS' CREED

- I Believe:
I have invested in me the hope and the expectation of a mighty nation to educate her youth, and to raise the standards of living for each individual, regardless of religion, race, or social status.
- I Believe:
Through my efforts, the keys of knowledge, which open the door to enlightenment, are distributed.
- I Believe:
It is my duty to be mindful at all times of the sacred trust that is given me. Remembering this, I shall do all in my power to develop the whole individual—intellectually, socially, physically, and aesthetically.
- I Believe:
Where there is ignorance, I shall plant knowledge;
Where there is fear, I shall plant courage;
Where there is frustration, I shall bring trust;
Where there is effort, I shall bring praise.
- I Believe:
I shall always inspire, train, and guide eager, receptive minds as they come before me.
- I Believe:
That my life and my actions shall always be an inspiration to youth.
- I Believe:
I shall always be faithful:
To the trust Almighty God has given to me,
To the hope that my country places in me,
To the love and respect my pupils have for me.
Having been faithful to this creed, I shall have served with dedication and satisfaction.

This I Believe.

—GERTRUDE S. BUTALLA, teacher, Minnie Mars Jamieson School, Chicago.

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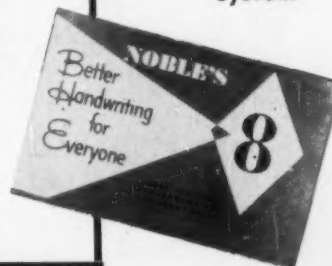
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Calendar of Coming Events

Recorded in AEA Headquarters as of August, 1961

STATE MEETINGS 1961

- September 16** — Delta Kappa Gamma State Board Meeting
- September 29-30** — Department of Public Instruction & School Library Standards Implementation Committee Conference, State Capitol
- October 6** — Arizona Council of Education Workshop, Scottsdale
- October 7** — First Meeting of Arizona Council of Education, Scottsdale
- October 9-10-11-12** — PTA State Board Meeting
- October 13-14** — AEA Teacher Education and Professional Standards Commission Statewide Conference, Arizona State College, Flagstaff
- October 13-14** — Administrators Meeting, Flagstaff
- October 13-14** — Future Teachers of America (FTA) Workshop, Camelback High School, Phoenix
- October 28** — AAUW State Workshop, Globe
- November 3-4** — AEA Statewide Convention
- November 4** — Delta Kappa Gamma Luncheon

November 5-11 — American Education Week

- November 18** — AEA Tri-Conference, Ramada Inn, Phoenix
- November 23** — Thanksgiving
- December 9** — Meeting of Arizona Council of Education

1962

- January 13** — Meeting of Arizona Council of Education
- February 16** — Arizona Association of Audio Visual Education (AAVED) Conf.
- March (1st week)** — Public Schools Week
- March 2-3** — Home Economics Meeting
- March 16-17** — FTA Spring Convention, ASU, Tempe
- March 17** — Department of Classroom Teachers
- March 23-24** — Student National Education Association (SNEA) Convention, Grand Canyon College, Phoenix
- March 30-Apr. 1** — DKG State Meeting, Superstition Ho
- April 6-7** — AEA Delegate Assembly, Arcadia High School, Scottsdale
- April 14** — Meeting of Arizona Council of Education
- April 24** — PTA Board Meeting
- April 25-26-27** — PTA Convention, Phoenix

NATIONAL MEETINGS 1961

- September 27-30** — NEA Salary Conference, Washington
- September 29-Oct. 4** — NEA Rural Education Conference, Pittsburgh
- November 5-11** — American Education Week
- November 22-25** — National Council for The Social Studies Meeting, Chicago

1962

- February 17-21** — AASA Convention, Atlantic City, N. J.
- February 22-23** — AAESA Meeting, Tempe
- February 24-28** — NASSP Nat'l. Convention, St. Louis
- March 4-8** — ASCD Nat'l. Convention, Las Vegas, Nevada
- March 26-30** — NEA-DESP, Nat'l. Meeting, Detroit
- March 29-31** — Southwest Regional Conference of the Department of Classroom Teachers, San Diego
- July 1-6** — NEA Convention, Denver



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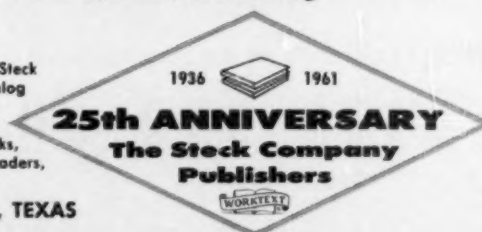
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About Our Authors

THOMAS WEISS

Thomas M. Weiss, B.A., M.A., Ph.D., is presently Associate Professor of Education at Arizona State University, Tempe, Arizona, and Chairman of the Educational Foundation Department. Dr. Weiss began his career in education as a science teacher and counselor at the high school level at Clarkston, Michigan, and as guidance director at Eaton Rapids, Michigan. He headed the Department of Guidance and Counseling (Extension Division) at Central Michigan College. He has been visiting Professor of Education in the summer sessions of 1955, 1960 and 1961 at Michigan State University. In private industry he has been Senior Psychologist at General Motors Institute at Flint, Michigan, and Psychological Training Specialist at the Rand Corporation in Santa Monica. He belongs to a number of professional societies and has presented numerous papers at state, national and international conferences. Dr. Weiss has written numerous articles for journal publications and is co-author of the book, **Scientific Foundations of Education**, published in 1960.

CARL ALLEN PITT

Dr. Pitt is Associate Professor of Speech at the Chicago Division of the University of Illinois. He formerly taught at the University of Washington, Seattle, Washington and at Purdue University in West Lafayette, Indiana.

Dr. Pitt has had considerable practical experience as an after-dinner speaker.

At the present time, he is Vice Chairman of the Business and Professional Speaking Interest Group of the Speech Association of America.

KENNETH HOOVER

Kenneth H. Hoover, Ed. D., is an Associate Professor of Education at Arizona State University, Tempe, Arizona. Dr. Hoover received his Bachelor of Science at Louisiana State University in 1948, his Master of Arts at the same University in 1951 and his Doctor of Education at the University of Washington in 1955. He

Arizona Teacher

served for 5 years in the U. S. Air Force and has had 4 years teaching at the junior high and high school level in Washington State. His college teaching has been at Montana State University and San Francisco State College from 1954 through 1956. He has been at Arizona State University since 1956. Dr. Hoover belongs to a number of professional societies and has written numerous articles for various publications in the education field. He is co-author of the book, *Scientific Foundations of Education*, published in 1960.

E. C. SLOSSER

E. C. Slosser is beginning his eleventh year as principal of the Washington Elementary School in Prescott. Prior to coming to Prescott, he taught in and was principal of the Roosevelt and Lincoln Elementary Schools of Winslow and the Elementary-Junior High School in Joseph City.

Mr. Slosser, a native of Arizona, attended elementary and secondary schools in Navajo County. He received his bachelor's degree from the University of Arizona in 1931 and his master's degree from Arizona State College in 1940. He has served as president of the Arizona Association of Elementary School Administrators and is currently vice president of the Arizona Association of School Administrators.

JOSEPH STOCKER

Joseph Stocker is public relations director for the Arizona Education Association. Mr. Stocker, a graduate of the University of Oklahoma, has lived in Phoenix since 1946. He served as editorial page editor for the Arizona Times in Phoenix. Since 1949 he has free lanced for national magazines. His articles have appeared in some 90 different publications.

John Hay Fellowship for 1962-1963

Public senior high school teachers from twenty-six states and the District of Columbia are invited to apply for John Hay Fellowships in 1962-1963. Winners of these awards will study in the humanities for a year at one of the following Universities: California, Chicago, Columbia, Harvard, Northwestern and Yale. They will receive stipends equal to their salaries during the fellowship year. In addition, the John Hay Fellows Program pays the travel expenses for the Fellow and his primary dependents, his tuition and a health fee.

A total of seventy-five fellowships will be awarded. John Hay Fellows will be selected from schools and school systems interested in making the best possible use

Turn to Page 39



THIRD GRADE AUTHORS

By Mrs. Drennon Lynch, 3rd grade teacher—

based on her article in the *Tennessee Teacher*.

What she says here is generally applicable on any grade level.

Like all children, my 3rd grade boys and girls could express themselves creatively when they had something to say. How they communicated their ideas depended, in large measure, on the freedom with which their own thoughts had been permitted to grow.

If children had rich and varied backgrounds and were secure in their associations, expressions were rich (their ideas repressed and within narrow patterns, the expression quality stunted).

Interest in writing was gradually developed by praise and attention given even to the weakest endeavor. Love, praise, recognition control direction of child's creative activities.

Some sentences will need to be accepted that upper grade teachers would frown upon, but sentences must not be left incomplete and must end with proper punctuation mark.

Creative writing and drawing soon became contagious. A story or poem did something special for a child. There's creative ability in all children and in many types of experience if creative effort and thought are given.

When children want to write and know efforts will be read, they tend to write well. A story a day seems too much. Creative work should not be crowded or hurried.

Purpose is important. We had a book in which everyone did something. Great were the thrills the day it came from the bindery in its beautiful red cover.



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Fellowship

From Page 37

of the time and talents of good teachers and in developing practices designed to break educational locksteps. Dr. Charles R. Keller, director of the John Hay Fellows Program, points out that the Program provides experiences which enable teachers to grow as human beings and thereby to bring increased wisdom and enthusiasm to their classes and their schools.

Applicants shall have at least five years of high school teaching experience, and should be not more than fifty-five years of age. Languages, literature, history, music and the fine arts are usually included in the humanities, and teachers of these subjects are invited to apply. In addition, applications from teachers in other disciplines who wish to study in the humanities are accepted.

Six new states will participate in the John Hay Fellows Program in 1962-63. They are: Kansas, Kentucky, Nebraska, New Jersey, Rhode Island and Vermont. The other participating states are: Arizona, California, Colorado, Connecticut, Florida, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Missouri, New Hampshire, New York, Ohio, Oregon, Pennsylvania, Utah, Virginia and Wisconsin, as well as the District of Columbia.

Teachers interested in applying for John Hay Fellowships should communicate with Dr. Charles R. Keller, Director, John Hay Fellows Program, 9 Rockefeller Plaza, New York 20, New York. Applications will close on December 1, 1961.

Workshop on Growth and Behavior

On November 3 and 4, 1961, a two-day Workshop on the Growth & Behavior of the School Age Child will be held at the Arizona State University Memorial Union Building in Tempe. A statewide enrollment of 150 school nurses is anticipated. Nationally known and well informed visiting speakers will participate. Helen Wallace, M.D., Chief, Child Health Studies Branch Division of Research, Children's Bureau, U. S. Dept. of Health, Education and Welfare, is a well known teacher, researcher and writer who has made outstanding contributions in the field of maternal and child health. Miss Ruth Simonson, Mental Health Nursing Consultant for Region IX of the Public Health Service, U. S. Department of Health, Education and Welfare, and Miss Gertrude Church, Regional Public Health Nursing Consultant for Children's Bureau of the U. S. Department of Health, Education and Welfare, will both participate.

Arizona State University School of Nursing is sponsoring the Workshop. Co-sponsors are Arizona State Health Department, the Arizona League for Nursing and Arizona State Nurses Association. Mrs. Laura Hanf, School Nurse at Riverside School, Phoenix, is Chairman of the Planning Committee. Any further inquiries should be addressed to her.

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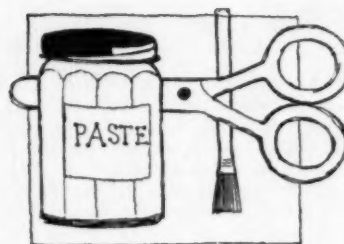
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Clippings,

Quips and Quotes

from

The Editor's Desk



There's A Limit

And then there was the Scotchman who took his son out of school when he found that the lad would have to pay attention.

So Right

"You have ten fingers," said the teacher teaching subtraction. "If you had four less, then what would you have?"

"No music lessons," answered little Tommy.

Organized or Not

A conference is the confusion of one man multiplied by the number present.

Bad Risk

An insurance claim agent was teaching his wife to drive when the brakes failed on a steep grade.

"I can't stop," she screamed. "What shall I do?"

"Brace yourself," advised her husband "and try to hit something cheap."

Who Does?

A thought keeps running through my mind and will not let me rest. Who tests the IQ of the man who writes the IQ tests?

Tact

There are times when the question, "How is Jimmy doing?" is similar to the question, "How do you like my new hat?" Often the parent doesn't expect an analytical, absolutely truthful answer. But you're on the spot. You've got to say something, even if it's only, "He surely enjoys recess!"

Precocious Little Rascal

"Here's the final installment on the baby's furniture."

"Fine. And how is the little fellow getting along?"

"Real good. He was tops in his high school class last year."

Compare

The price of education is substantial — though not a thousandth part of the price of ignorance.

How It's Done

We like the advice a veteran teacher passed on to her young protegee. When asked how she kept the upper hand in an unruly classroom where trouble was brewing, she said, "Just imitate the duck. Keep calm on the surface, but paddle like fury underneath!"

Respect

"If you treat a man as he is, he will stay as he is, but if you treat him as if he were what he ought to be, and could be, he will become that bigger and better man." — Goethe

Any Suggestions?

A little boy had been pawing over a stationer's stock of greeting cards for some time when a clerk asked, "Just what is it you're looking for, sonny? Birthday greeting? Get-well card? Anniversary congratulations to your mother and father?"

The boy shook his head and requested wistfully, "Got anything in the line of blank report cards?"

Reprieve

The manager of a movie theatre noticed a small boy sneak into the theatre early in the afternoon and take a seat down front. The manager followed him down the aisle and leaned over close to him.

"Son," whispered the manager, "it's only 1 o'clock in the afternoon. Why aren't you in school?"

"I don't have to go," the boy whispered back. "I've got the measles."

Problem

"A schoolroom should be a little island of peace where teachers can teach and children can learn. The old problem of overcrowded classes and too few teachers . . . is like a covey of visiting relatives who refuse to go home."

—David Brinkley, NBC-TV

When Needed

Patience: A quality that is most needed when it is exhausted.

Growth

In answer to a question as to why the population of Chicago grew so fast, one youngster replied:

"The population of Chicago grew because of the big stork yards."

Logic

The first grade teacher had her charges coloring a picture of a little duck carrying an umbrella. They were supposed to color the duck yellow and the umbrella green. However, she noticed that one little boy was energetically making his duck red.

The teacher pointed out that he was using the wrong crayon, and asked, "Jimmy, just how many red ducks have you seen?"

"Oh, about as many as I've seen yellow ducks carrying green umbrellas," he replied.

It May Not Happen

Many folks worry about things that never happen. It is like the patient in the mental hospital, holding his ear close to the wall, listening intently. The attendant finally approached.

"Sh!" whispered the patient, beckoning him over.

The attendant pressed his ear to the wall for a long time. "I can't hear a thing," he finally said.

"No," replied the patient, "it's been like that all day!"

Force

The moon is a mighty force that can pull the ocean tides back and forth and even stop cars on a quiet country road.

Watch Your Words

One blistering hot day when they had guests for dinner, a mother asked her four-year-old son to say grace before the meal.

"But I don't know what to say," the boy exclaimed.

"Oh, just say what you've heard me say," the mother replied.

Obediently, the boy bowed his head and murmured: "Oh, Lord, why did I invite those people here on a hot day like this?"

Great Americans

Teacher asked the pupils to list the nine greatest Americans and all but Johnny submitted their lists.

"Have you finished yet, Johnny?" she asked.

"Not yet," he replied, "I can't decide on the catcher."

Recipe For Contentment

1 cup full of blessings
1 full measure of cheer
A small pinch of care
6-oz. of pleasure
A handful of gladness, plus
two of delight
Stir in true friendship and
Warm 'til just right!

Words To Remember

(Complete in just 15 words!)

Five most important words:

I Am Proud Of You

Four most important words:

What Is Your Opinion?

Three most important words:

If You Please

Two most important words:

Thank You

Least important word:

!

ATTENTION



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